DOCUMENT RESUME

ED 107 206 52 IR 001 928

AUTHOR	Zachert, Martha Jane K.
TITLE	The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 3: Director's Guide. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.
INSTITUTION	Catholic Univ. of America, Washington, D.C. Dept. of Library Science.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-8-0731
PUB DATE	Sep 71
GRANT	OEG-0-8-080731-4604(095)
NOTE	160p.; For related documents see ED 038 985; IR 001 926 and 927
EDRS PRICE	MF-$0.76 HC-$8.24 PLUS POSTAGE
DESCRIPTORS	Administration; Administrative Problems; Administrator Education; Class Management; *Government Libraries; Higher Education; Librarians; *Library Education; Professional Continuing Education; *Role Playing; *Simulation; *Teaching Guides
IDENTIFIERS	*Library Administration

ABSTRACT

Designed for use in a post-master's level course in administration of the federal special library, this guide provides instructions for the teacher in simulation techniques plus suggested problems and materials. Suggestions are given for classroom management of the "Governmental Library Simulation." A briefing guide, a debriefing guide, and assignments are given for each problem in the "Participant's Resource-Log" (IR 001 927). (Author/PF)

ED107206

Final Report, Phase II
Project No. :8-0731
Grant No. : OEG-0-8-080731-4604 (095)

Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers

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COURSE I

THE GOVERNMENTAL LIBRARY SIMULATION

FOR THE STUDY OF ADMINISTRATION OF A SPECIAL LIBRARY

PART III

DIRECTOR'S GUIDE

Martha Jane K. Zachert, Ph.D.

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September 1971

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Office of Education
Bureau of Research

IR 001 928

Catholic University's continuing education courses in library science at the post-MLS level have been developed through the creative assistance of many colleagues. Following is a partial list of those contributors (the affiliations indicated are those just prior to, or during, their association with the project.)

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The work of CUA's continuing education project in library science has been financially supported by the United States Office of Education under a grant from Title II of the Higher Education Act, and The Catholic University of America.

The Catholic University of America's Continuing Education Project in Library Science

The Catholic University of America's Continuing Education Project in Library Science has as its major goal the development of courses adapted to present and future library job requirements. The course materials are designed to meet the actual on-the-job needs of middle and upper-level library personnel who have completed a master's degree in library science and who have gained practical experience in a library environment.

Three courses have been developed by the project: Human Resources in the Library System, The Governmental Library Simulation for the Study of Administration of a Special Library, and Application of Computer Technology to Library Processes. For each set of course materials, the data base which was used was provided by Phase I of the research project,[1] which concentrated on an analysis of job dimensions and educational needs of middle and upper-level library personnel who had a master's degree in library science.

Of the 78 courses to which the respondents in the study reacted, the highest demand was for courses in automation, administration of the governmental library, administrative policies and practices, and human relations in library administration. In the project the assumption was made that curriculum planning for post-MLS courses should combine judgments not only of those performing the jobs, but also of top-level administrators who are setting the standards for hiring and promotion and are in key positions to know what libraries need in additional competencies for personnel in order to meet adequately the needs of clients in a time of great societal and technological change. The top-level library administrators thought the courses most

[1]James J. Kortendick, and Elizabeth W. Stone. Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. Final Report, Phase I. (Washington, D.C.: Department of Library Science, The Catholic University of America, 1970) (ED 038 985). Subsequently revised and republished as Job Dimensions and Educational Needs of Middle and Upper-Level Library Personnel (Chicago: American Library Association, 1971).

needed at a level beyond the curriculum of the master's degree program in library science were: human relations in library administration, administrative policies and practices, policy formation and decision making, and automation of library processes.

Through the use of a job inventory, the survey also ascertained what activities the librarians were spending most of their time doing and what activities they considered most important in the performance of their jobs. Far outranking any other activity in the dimensions of both time and importance was directly supervising and guiding subordinates. The rating by the respondents of the 223 job activities covered in the inventory provided valuable data for determining how much emphasis should be given to different concepts that are presented in each of the three courses that have been developed.

Findings from the questionnaire and the interviews conducted during Phase I of the project shed considerable light on necessary attributes of formal courses at the post-master's level if they are to appeal to practicing librarians. High quality programs and practical courses relevant to their present positions were the two curriculum-centered conditions that were mentioned most often by the respondents. From the free response answers of librarian respondents and their supervisors, it was apparent that quality was equated with interdisciplinary and systems oriented course content which would provide for a wide range of instructional strategies including a multi-media approach. Or, as one respondent expressed it: "New programs should be just that -- new -- based on innovative methods which make full use of the educational technology concepts available today." The criteria put forth by the librarians themselves have served as the guidelines for those developing the three courses which constitute CUA's Continuing Education Project. For example, The Governmental Library Simulation uses simulation as its mode of teaching, while the course Human Resources in the Library System employs a wide variety of structured experiences related to on-the-job library problems.

Throughout, a systems approach has been used which has facilitated the integration of knowledge from many sources with concerns of a particular course. Use of a systems approach in the development of these courses has also involved: (1) specification of behavioral objectives based on actual on-the-job learning needs; (2) assessment of student repertories; (3) development of instructional strategies; (4) testing; (5) revising instructional units (validation); and (6) packaging the course which is to be

administered. Thus, the learning experiences have been designed to produce the behavior specified for each course.

On page iv are the names of our colleagues who have helped in the development of these courses especially designed for librarians at the post-MLS level. Some of them worked on a full-time basis for a given time span; others were part-time or occasional consultants, contributing to some aspect of a course, but all were valued and dedicated collaborators who deserve the gratitude of everyone who cares about the continuing education of librarians and the improvement of library service.

CUA's Continuing Education Project, officially entitled "Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers," and emanating from the University's Department of Library Science, has received financial support from the Bureau of Research, United States Office of Education and The Catholic University of America.

Rev. James J. Kortendick, S.S.
Elizabeth W. Stone

Directors of CUA's Continuing Education Project in Library Science
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DIRECTOR'S GUIDE

TABLE OF CONTENTS

PREFACE xiii

CHAPTERS

I. Simulation as a Mode of Teaching Special Library Administration 1
- A. Overview 1
- B. Rationale 2
- C. Uses of Simulation 3
- D. Classroom Techniques in Simulation Study 3
- E. The Package Components 5

II. The Research Base 7

III. Classroom Management of Simulation 9
- A. Role of the Simulation Director 9
- B. Directing the Course 9
- C. Facilitating the Learning Process 13
- D. Evaluating the Participants 15

IV. Classroom Management of the Governmental Library Simulation .. 17
- A. Management of Class Sessions 17
- B. Problem Sequence 20
- C. Suggested Schedules 23
- D. "The Professional Bookshelf" 27
- E. Size of Class 28

V. The Problems 29
- A. Guide 29
  - 1. Planning Library Consolidation 30
     - Communications 31
     - Briefing Guide 35
     - Debriefing Guide 38
     - Follow-up and Assignments 39
  - 2. Presentation and Justification of Space Recommendations 41
     - Communications ..... TBS*

*This communication is To Be Supplied as part of the classwork.

Briefing Guide 44
Debriefing Guide 44
Follow-up and Assignments 45
3. Coordination of an Internship Program 46
Communications 47
Briefing Guide 58
Debriefing Guide 58
Follow-up and Assignments 59
4. Presentation and Justification of Budget Revision..... 60
Communications 61
Briefing Guide 62
Debriefing Guide 63
Follow-up and Assignments 63
5. Quality Control of Library Operations..... 65
Communications 67
Briefing Guide..... 69
Debriefing Guide..... 69
Follow-up and Assignments 70
6. Counseling an Unsatisfactory Employee 71
Communications 72
Briefing Guide 75
Debriefing Guide 75
Follow-up and Assignments 75
7. Coordination of Division Plans 77
Communications 78
Briefing Guide 80
Debriefing Guide 80
Follow-up and Assignments 80
8. Response to a Complaint 81
Communications..... 82
Briefing Guide..... 85
Debriefing Guide..... 89
Follow-up and Assignments 89
9. Initiation of a Complaint 90
Communications..... 92
Briefing Guide..... 95
Debriefing Guide 96
Follow-up and Assignments 96
10. Refusal of a Staff Member to Help a User 97
Communications 99
Briefing Guide 102
Debriefing Guide 103

Follow-up and Assignments 103
11. Terminating a Probationary Employee 104
Communications 105
Briefing Guide 107
Debriefing Guide 107
Follow-up and Assignments 107
12. Allocation of New Equipment 108
Communications 109
Briefing Guide 112
Debriefing Guide 112
Follow-up 112
B. Suggested Alternatives 113

APPENDICES 119
A. Pre-test on Written Communication Ability 121
B. Sample In-Basket Exercise 131
C. Special Purpose Communications 135

COMMUNICATIONS INDEX

1. Problem 1. Memo 31
Problem 1. Memo. Attachment 32
2. Problem 1. Memo 33
Problem 1. Memo. Attachment 33
3. Problem 2. Recommendations ..... TBS*
4. Problem 3. Memo 47
Problem 3. Memo. Attachment 48
5. Problem 3. Memo 49
6. Problem 3. Memo 50
Problem 3. Memo. Attachment 1 51
Problem 3. Memo. Attachment 2 53
Problem 3. Memo. Attachment 3 55

*This communication is To Be Supplied as part of the classwork.

7. Problem 4. Plan ..... TBS*
8. Problem 4. Phone Message 61
9. Problem 4. Budget Document(s) ..... TBS*
10. Problem 5. Memo 67
11. Problem 5. Plan ..... TBS*
12. Problem 6. Memo 72
13. Problem 6. Memo 73
14. Problem 6. Memo 73
15. Problem 7. Memo 78
16. Problem 7. Plan ..... TBS*
17. Problem 8. Phone Message 82
18. Problem 8. Memo 82
Problem 8. Memo. Attachment 83
19. Problem 9. Memo 92
Problem 9. Memo. Attachment 1 92
Problem 9. Memo. Attachment 2 93
Problem 9. Memo. Attachment 3 93
20. Problem 9. Phone Message 94
21. Problem 10. Letter 99
22. Problem 10. Phone Message 100
23. Problem 10. Public Service Desk Log 100
24. Problem 11. Memo 105
25. Problem 11. Performance Evaluation ..... TBS*
26. Problem 11. Performance Evaluation ..... TBS*
27. Problem 12. Memo 109
28. Problem 12. Memo 109
Problem 12. Memo. Attachment 110

APPENDIX A

A. Memo 124
B. Memo 124
C. Memo 125
D. Letter 126
E. Memo 127
Memo. Attachment 127

*This communication is To Be Supplied as part of the classwork

APPENDIX B
F. Phone Message 132
G. Memo 132
H. Phone Message 133
J. Memo 133
K. Memo 134

APPENDIX C
L. Phone Message 136
M. Memo 136
N. Letter 137
O. Memo 138
P. Memo 138
Q. Memo 139
R. Memo 139
S. Memo 140
T. Memo 140
U. Phone Message 141
V. Memo 141
Memo. Attachment 142
W. Memo 142

APPENDIX D
Film List 143

PREFACE

For the past six years the author has explored the potential of simulation in the classroom teaching of administration of special libraries. The invitation to work with the staff of the Project on Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers was welcomed as an opportunity to apply to a post-master's audience the techniques utilized in the master's classroom. The creation of materials in this new teaching mode for use by other teachers, rather than by self, provided a challenge and a new dimension to the author's experience with the technique. The different parameters of initial and continuing professional education provided an additional challenge in the creation of material for a post-master's course in the administration of federal special libraries. The research base for the present simulation, provided by Phase I of the Project,[1] supplied a new type of curriculum design input in the author's experience; it proved to be both a resource and a restriction. The result of this provocative and pleasurable experience is the Governmental Library Simulation.

The Governmental Library Simulation is a design for course-study, by trained and experienced librarians, of certain aspects of the administration of special libraries in the context of the federal government of the United States. The aspects chosen for inclusion are those identified by a sample of federal librarians in Phase I of the Project: planning, directing, staff management. Communication, as an aspect of administration, was also emphasized in the curriculum design because of the known relationship between administration and communication, and because of the peculiar potential of simulation study for providing practice in communication skills. The Governmental Library Simulation, as presented herewith,

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[1]James J. Kortendick and Elizabeth W. Stone, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers (Washington: Department of Library Science, The Catholic University of America, 1970) (USOE Project 8-0731)

includes: the Federal Library Model, a context for problem-centered learning; a Director's Guide, which includes instruction in simulation techniques for the teacher plus suggested problems and materials for use with a post-master's class; and a Participant's Resource-Log to introduce students to the methodology and provide them with needed materials.

It is advisable also to specify what the Governmental Library Simulation is not, since it is a new genre of library science teaching material. It is not a course for master's level students. It does not, for example, include material about the entire range of administrative functions; neither does it present information about administration in an introductory way. Rather, the Governmental Library Simulation provides experience with selected aspects of administration, and it does this on the assumption that the student participants have had prior instruction in appropriate theory plus at least limited experience in rudimentary administrative responsibility. Neither is the Governmental Library Simulation, in the author's judgment, a stockpile of "problems" to be inserted into a standard course in administration. However, it is admitted that no effort has been made to use the material in the latter way, as yet. Further experience may cause revision of this judgment.

Several people have made significant contributions to the Governmental Library Simulation, and to them thanks are gratefully tendered: Harold Goldstein, Dean of the School of Library Science, Florida State University, has provided moral and tangible support for my efforts at meaningful classroom innovation at every step and in many ways, and he graciously accepted the academic inconveniences attendant on my release from duties at Florida State University during the summer of 1970; the federal librarians who responded to the Phase I questionnaire provided the substantive parameters for GLS ; the eight federal librarians who comprised the purposive sample, submitted to not one,but two extended interviews plus, in several instances, subsequent questioning on specific points; Bertie Rogers of the Project staff gave attention beyond the call of duty to the problem of providing focus; Paul Howard, consultant to the Project, provided substantive help, creative ideas and firm support from beginning to end; Veronica Pantelidis, the author's research associate in the continuing exploration of simulation techniques as components of the library science teaching armamentarium, provided her usual ingenious ideas and insightful criticism; and Vivian Templin, who, as my research assistant during my two-month sojourn in Washington, filled roles too numerous

and too personal to be completely enumerated, contributed substantially in the preparation of bibliographies and the creation of documents for both model and problems. Father James J. Kortendick, Project Director, and Elizabeth Stone, Assistant Project Director, merit special mention and extraordinary appreciation which I am pleased to acknowledge. Not only did they conceive and manage the entire Project, including the essential Phase I study of the educational needs of federal librarians, but they showed unusual innovative spirit by including in the Project a technique as relatively untried in library education as simulation study. It goes without saying, but not without appreciation, that they provided support in multitudinous ways. The students in the Fall 1970 course in the administration of special libraries at Florida State University; Rose Marie Beischer, Jane Harris, Donna Homewood, Howard Hume, David Larson, Lucy Pace, and Rowena Stubbs, and my research assistant, Lee Missavage, all of whom unwittingly found themselves on the "firing line" of the initial trial of many parts of GLS, deserve very special thanks which I find myself inadequate to express fully. All of these people, as I said, have contributed substantially to this project. The responsibility for the final product is mine, as are the flaws that remain in spite of the best efforts of the aforenamed.

Martha Jane K. Zachert
Tallahassee, January, 1971

CHAPTER I

SIMULATION AS A MODE OF TEACHING SPECIAL LIBRARY ADMINISTRATION

A. OVERVIEW.

The simulation experience is designed basically to allow the student to experience typical problems in a no-risk situation and to experiment with modifying his behavior on the basis of feedback. The Governmental Library Simulation is designed primarily for the professional librarian whose theoretical introduction to administration was provided in the curriculum of his master's degree program in library science, and whose practical initiation came in a library job.

In the Governmental Library Simulation, a library serving an agency of public government is presented as the context for study of administrative problems. Such a library is usually classified as a "special library", and it exhibits different characteristics from, say, a university library or a public library. Within this context typical problems of managers are presented to the class. Prior to the introduction of problems students are introduced to the simulated government agency, especially to its mission, and to the library that serves the agency. As each problem is presented, the student finds he needs additional information on which to base his decisions. In some instances, the student must seek this information independently; in others, the information is fed to him as part of the simulation. The alternative chosen stems from the immediate objectives of the learning situation. Information materials provided for the simulation include the Model of the Governmental Library, the Director's Guide, and the Participant's Resource-Log.

The Governmental Library Simulation is designed for the continuing education of a professional librarian. It should be useful at the point in time when the professional librarian returns to formal education; it is planned to fill his job-related needs at the level of responsibility of a middle-manager. Possibly, other librarians, with or without formal library training, at other points in time or at other levels of responsibility,

might also profit from this simulation study of administrative problems in a special library serving the needs of a government agency.

B. RATIONALE.

In formal education for library service, students traditionally study some activities by doing them: in cataloging classes, students prepare catalog cards for a variety of materials; in reference classes they practice reference work by locating answers to ready-reference questions and by compiling bibliographies. In administration classes, however, students merely talk about administration, because the means and the materials for experiencing characteristic activities have not been available.

Recently, however, teachers of library administration have been experimenting with simulation techniques for presentation of real administrative situations in a representational mode.[1] Since the activities of administration are largely the planning, decision-making and implementation activities related to organizations, simulation is the only means by which these activities can be practiced without risk to a functioning organization.

In simulation study the student participates in life-like activities. This participation enhances his perception and reinforces the theories he has talked about; it also heightens motivation to learn, and it exercises certain skills. Additionally, students act in simulation study as independently as on a real job, which means that their action is frequently the interaction of job teams and rarely the total independence of academic tradition. Simulation is followed by feedback, and opportunities are provided for "instant replay" so that the student can experiment with different strategies and learn to modify his behavior.

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[1] Leonard C. Guy, "Simulated Management," Library Journal 94 (January 1, 1969), 37-41; Leonard C. Guy, "Teaching the Management of Libraries," Library Association Record 70 (April 1968), 91-5; Richard Lavin, "Simulation, Standards, and the Seventies," Library Journal 94 (November 14, 1969), 4216-4217; James W. Ramey, "Simulation in Library Administration," Journal of Education for Librarianship 8 (Fall 1967), 85-93; Martha Jane K. Zachert, "Special Libraries Instruction: The Separate Course," Special Libraries 58 (January 1967), 37-40; Martha Jane K. Zachert, "The Library Administration Course: Simulation as a Technique," Journal of Education for Librarianship 11 (Winter 1971), 243-250.

C. USES OF THE GOVERNMENTAL LIBRARY SIMULATION.

The Governmental Library Simulation is designed for use in a sequence of continuing education courses for in-service librarians, primarily those holding federal civil service positions at GS grades 9 through 13, or positions of comparable administrative responsibility in other kinds of libraries. In seeking and using information for decision-making, the student will come into contact with bodies of knowledge relating to federal and state governments, business and public administration, psychology, automation and library science. The skeleton of the course is curriculum-initiated, but much of the content value derives from activities that are initiated by the student in response to his self-perceived needs.

The Governmental Library Simulation might also be used at other levels of training for librarianship. It could be, for example, an advanced course in a master's level program following introductory study of the theory of administration. At this level, and especially if most of the students are inexperienced in actual library work, a large proportion of the activities would probably have to be teacher-initiated. In addition, the Governmental Library Simulation has potential for use in the in-house training of library employees, whether they are trained librarians or not. Since the simulated incidents represent typical problems, a training supervisor might choose to use one or more in response to his perception of the needs of a group of employees. These latter uses would require some modification by the teacher of the course plan as presented for continuing education study in response to self-perceived individual needs.

The course plan, as presented, is for continuing education in a formal post-master's program in a library school. Because of the differences in academic schedules, three possibilities are projected: one schedule for a semester, one schedule for a quarter, and one for a thirty-hour workshop. (See Chapter IV, "Classroom Management" of the Governmental Library Simulation.)

D. CLASSROOM TECHNIQUES IN SIMULATION STUDY.

The basic technique in all simulation teaching is that of putting each student into a contextual role wherein he will, of necessity, experience in a personal way the problems under study. This may be accomplished by

putting students into the same role simultaneously,[1] or the process may be individualized by putting the students into the same role sequentially.[2] In competitive game play, teams are formed, and team members may rotate specific roles.[3]

The team method seems true-to-life for librarians, who must learn to interact with other librarians, with management and with library users. In fact, it appears quite advantageous to have embryo librarians fill a sometime role on the "other side of the desk" where they can experience the confusion of management or the frustration of the user in dealing with librarians. However, no true game, complete with pay-offs and scoring, has been devised for librarians to date. Instead, role-playing activities preferred: enactment and in-basket exercises. These are the techniques utilized in the present course.

Role-play (Enactment). Although it might seem logical to say that a student is role-playing whenever he is having first-hand experiences in a contextual situation, the term is usually reserved for the enactment of incidents within the context of the model. It is thus that the term is used in the Governmental Library Simulation. Included is a model of a library that serves an agency of government, a model that includes a great deal of background information about both the agency and the library. This information is presented in typical administrative documents. Within this total context, incidents are presented in essay form, or as in-basket documents. Each incident depicts a certain problem in the library as the library moves time-wise in its situational context. Each incident is to be role-played during a class session by the participants in the simulation course. One variation of this method is called incident-process;[4] in another variation, case

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[1]To cite one of many examples: Donald R. Cruickshank, Frank W. Broadbent and Roy L. Bubb, Teaching Problems Laboratory (Chicago: Science Research Associates, 1967).

[2]Donald R. Cruickshank, Inner-City Simulation Laboratory (Chicago: Science Research Associates, 1969).

[3]Douglas Basil, Paul R. Cone and John Fleming, Executive Decision-Making Through Simulation (Columbus, Ohio: Charles E. Merrill Books, 1965).

[4]Paul Pigors and Faith Pigors, The Incident Process: Case Studies in Management Development: Practical Supervisory Problems. Series 1 (Washington, D.C.: The Bureau of National Affairs, 1955 -).

study material is enacted in an assumed industrial model and without a situational context.[1] Roleplay can be used to practice skills, to demonstrate situations, to try out action, to make abstract ideas concrete.[2] These results are accomplished in life-like situations that lack only the risk involved in being a learner in "real life". In the Governmental Library Simulation, roleplay is extended to committee work outside of class sessions as well as being an important device for in-class enactment of incidents.

In-basket Exercises. An in-basket exercise presents each student simultaneously with the contents of an administrator's in-basket: memos, correspondence, phone messages, perhaps even reports. Each student assumes the role of the administrator and responds to each item, noting in writing his answer or action. In-basket exercises may be used as assignments, discussion stimulants, or testing devices.[3] In the Governmental Library Simulation all in-basket exercises are part of the simulation, i.e., they are to be interpreted in terms of the model and the situational context.

E. THE PACKAGE COMPONENTS.

The materials for conducting the Governmental Library Simulation are presented in three units: the Director's Guide, the Participant's Resource-Log, and the Federal Library Model.

The Director's Guide includes introductory and explanatory material plus the simulation model, the situational context, the problems, and supplementary material. This is all the material needed to teach the simulation course, "Administration of a Federal Special Library".

The Participant's Resource-Log includes the simulation model, the situational context, selected problems and supplementary material. It contains all of

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[1]Norman R. F. Maier, Allen R. Solem and Ayesha A. Maier, Supervisory and Executive Development: A Manual for Role Playing (New York: John Wiley and Sons, 1957).

[2]Allen A. Zoll, Dynamic Management Education 2d ed. (Reading, Massachusetts: Addison-Wesley Publishing Company, 1969), 47-48.

[3]T.S. Roberts, "Training Managers to Make Decisions: The In-Basket Method," Personnel 42(September-October 1965), 58-66; Felix M. Lopez, Evaluating Executive Decision-Making: The In-Basket Technique (New York: American Management Association, 1966).

the material given to the participant in advance of class sessions. Additional materials needed in the problems and alternative problems are included in the Director's Guide, to be duplicated and distributed to the participants as needed.

CHAPTER II

THE RESEARCH BASE

The Governmental Library Simulation is based on data collected in Phase I of a study of job dimensions and educational needs of middle and upper-level personnel in libraries and information centers,[1] and on related data collected subsequent to the initial study. The study concentrated on the continuing education needs of librarians at Civil Service grades 9 through 14 in the federal complex. Fifty-one per cent of a randomly selected sample of federal librarians in those grades responded to a questionnaire concerning their jobs and their educational needs. An additional sample of top level administrators in federal libraries (grades 15-18) participated in personal interviews in a continuation of the data-gathering phase of the research.[2]

Analysis of the questionnaire and interview responses showed the self-perceived educational needs to be closely related to present job activities of the respondents. Expressed interest in continuing education courses was highest in the area of administration and management. This interest correlated with the present activities of the respondents according to the job inventory included in the questionnaire/interview.

The highest ranking categories of activities therein indicated were directing, planning and staffing. By far the single activity most frequently indicated in the job inventory was "Directly supervise and guide subordinates".[3]

Careful study of the responses in Phase I of the study elicited a list of specifically mentioned problems in the areas of directing, planning and staffing. It was decided, therefore, that the problems in the simulation

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[1] James J. Kortendick and Elizabeth W. Stone, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers (Washington, D.C.: Department of Library Science, The Catholic University of America, 1970). (USOE Project 8-0731).

[2] Ibid., 21-50.

[3] Ibid., 293-294.

should emphasize these three areas. The nature of simulation study made it necessary to collect situational examples of how these kinds of problems affect the on-going operation of federal libraries and to collect examples of administrative behavior in the face of typical problems. A purposive sample of eight federal library administrators was interviewed to this end. The imaginative faculties of both respondents and course developer were called into play to provide a fictional protective "cover" for all material from real situations. Several of the administrators who were interviewed at this stage later read and criticized drafts of the material as it was being developed.

In summary, the Governmental Library Simulation is based on librarians' self-perceived job problems, on incident material, and on fictional "cover" materials to assure that all respondents and all original incidents would remain cloaked in anonymity.

CHAPTER III
CLASSROOM MANAGEMENT OF SIMULATION

A. ROLE OF THE SIMULATION DIRECTOR.

In general terms, the role of the simulation director is to play several roles simultaneously and with elan. Some of the roles are the traditional ones of the teacher, and are outside the simulation context: to direct the "flow" of the course, to assure learning opportunities for each student, and to evaluate the students. In addition, the simulation director has the role of facilitator of learning in this new mode. Within the simulation context, the director must become, on demand, a member of top management, a library consultant, or any other adjunct personnel outside the capabilities of the participants.

B. DIRECTING THE COURSE.

The basic learning system configuration is presented in Figure 1 to show the formal aspects of the teacher's role. Objectives for the course must be derived from three sources: the curriculum design, the teacher's evaluation of the participant group, and the students' expectations in terms of their own needs. Objectives derived as part of the present study have been incorporated into the design of the materials as presented. Objectives derived from the teacher's evaluation of the group and from the students themselves must be discussed by the group prior to the initiation of the simulation and must be understood by all. Either or both of these (the teacher-initiated objectives and the student-initiated objectives) may require modifications of the material herein presented. This possibility will be discussed in more detail in Chapter IV.

The teacher has the responsibility in the first or second class session to explain the major simulation techniques of role-play and in-basket exercises to the group. Even though students have never experienced these kinds of learning before, they understand the concepts quickly. The first role-play incident is designed to help overcome self-consciousness, and it usually does so completely. It is important to stress that each student plays himself in his assigned role as head librarian, reference

Figure 1

Student Preparation Choices in Response to Class-Perceived Needs

librarian, cataloger, library user or member of the management team. He should act as he thinks he would act in that particular role. Occasionally, for specific purposes, some role-players are assigned a personality role, or a student of theatre arts may be brought into the group for this special purpose. (Such students are usually available on university campuses and are willing to contribute their talents briefly.) It is essential to the learning of the participants that roles be rotated in the various incidents, and specific suggestions about this technique are made in Chapter V.

In in-basket exercises each participant must react to each communication as if he were the person to whom it is addressed. Communications are usually addressed to a position (i.e., Director of Libraries; Head, Reference Section; Acquisition Librarian) instead of to a personal name. The participant, in responding, plays himself in that position.

The teacher also has the responsibility of distributing the simulation material, beginning with the Participant's Resource-Log. This should be distributed at the first session of the class with instructions to read the model and the situation before the next class meeting. For a short workshop, it is preferable to distribute the material in advance of the workshop.

The sequence "briefing -- problem simulation -- debriefing" constitutes the heart of each class session. For most problems, the briefing is printed in the Participant's Resource-Log and the teacher need only make the assignments in advance and restate each situation briefly before the simulation begins. For each problem presented in the curriculum the simulation method to be used is suggested. This does not prevent the teacher, however, from making substitutions of his own design. The curriculum designer has acted, in making the decision as to the preferred method, as teacher surrogate in order to prepare the materials. It should be remembered, however, that the designer has worked without knowledge of a particular group's own needs and without knowledge of how well participants are learning. Special forms and individualized personal and group needs must be taken into account by the simulation director with appropriate action (including, in some instances, the creation of additional materials) as needed.

It often happens that after the participants have acquainted themselves with a specific problem, they feel the need of some assistance before the simulation proceeds. Individuals are responsible for personal reading from the references in the Resource-Log, or for refreshing their memories

from the model and its supportive documents. (See Figure 1) If the feeling of need is group-wide, the group may request from the director: (1) a lecture review of the principles under study, (2) a demonstration of a needed skill, (3) a consultation within the role-play context, or (4) additional informative documents relating to the model and the role-play. The director must decide the validity of each request and whether to grant it, to offer alternatives, or to force the participants to self-reliance by denying the request. Specific suggestions are made in Chapter V, but it should be pointed out that whenever the participant group embodies a wide variety of experience or training, the director must make the final decision in terms of the group.

The director may take the lead in the debriefing that follows the role-play, or he may assign this task to members of the group. It is essential that the director be aware of the group's self-analysis so that he can enlarge upon it, if necessary. Specific suggestions in relation to individual problems are included in Chapter V.

The director also has responsibility for the final examination, if one is required. The course designer has always offered students the security blanket of a traditional sit-down essay exam or the alternative or an oral exam or an exam in the simulation context. In seven years of using simulation in teaching the administration of special libraries, the author has never had a student choose a traditional exam, either written or oral. Rather, by the conclusion of the course, the students want to know "what else can happen". Suggestions for a final exam in the simulation context are, therefore, made in Chapter V. It should be noted that these suggestions can be used, in the event no final examination is required, for discussion and evaluation purposes at the last meeting of the class.

Special problems of facilitating learning and of evaluating participants in simulation study are discussed in separate sections. Suffice it to add here that the director must also be concerned with such mundane aspects of filling the teacher's role as making certain needed materials and props are available, calming student fears about the new methods being used, serving as a sounding board for participants and eavesdroppers alike, giving assurance that he understands an "A" in this course is absolutely essential for graduation, and reminding the dean's administrative assistant that simulation study by small numbers of participants requires a large meeting room!

C. FACILITATING THE LEARNING PROCESS.

The most important single factor in facilitating the learning process is undoubtedly the teacher's attitude. By it, the teacher sets the climate for learning. If the attitude is inflexible or authoritarian, learning becomes more difficult; if the attitude is permissive, learning becomes easier. Freedom for the learning is the desired classroom climate.[1]

What are the parameters of this freedom? How does the teacher bring it about? It is assumed that all individuals are in the course in order to learn. Especially inasmuch as the present course is intended for voluntary continuing education for working librarians, there is little reason to believe otherwise. Nevertheless, these individuals will have their own specific purposes in taking the course. The teacher should talk them over with the class, collectively and individually, and accept all as valid operating purposes. Some may be at variance with the stated objectives of the course, and there will surely be a variety of purposes among the students. The teacher should avoid making judgments about the values expressed. Assuming that the purposes are all somehow related to personal development and career advancement, the teacher should honestly accept them all and assist the learners to clarify them and to accomplish them. If the basic attitude of the teacher is one of trust and mature acceptance of all the learners, his first important contribution to the facilitation of learning will have been achieved, for a climate of learning will have been achieved.

The teacher will recognize differences in the learning style of the individual learners, and will assist the more dependent while leaving the independent ones more nearly on their own. He will, moreover, find ways to utilize each learner's purposes and learning style to motivate the learner to more significant learning. One of the most tangible ways to do this is to know the suggested learning resources, and other similar materials, so thoroughly that he can make personalized suggestions of alt[illegible]ve materials to the learners. What is suggested in the Director's Guide and in the Participant's Resource-Log is a very limited amount from all that is

[1] An excellent statement of the philosophy and techniques may be found in Carl R. Rogers, Freedom to Learn (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969), Parts I, II, and III, especially the summary, pp. 164-166. This is recommended reading for all who wish to use simulation methods in the classroom.

available. The teacher's second significant contribution to the facilitation of learning comes from his ability to match learner's needs and learning materials. He does this, however, with the knowledge that some individuals learn more when they find their own materials; to those, he gives only token help and freedom to explore.

The third contribution of the teacher as a facilitator of learning comes from his recognition of himself as a resource, freely available to the learners. He recognizes that his training and his experience are different from those of the learners, and that he can be a valuable supplement to other resources. The learners should feel free to ask; the teacher should make every effort to respond. True, the teacher has his own limitations, and when these affect his ability to respond he should locate, and offer to the learners, another resource. The resultant interplay has a high potential for making the teacher a learner also. Shared learning, thus engendered, is the hallmark of classroom freedom.

Finally, the teacher facilitates learning by helping students, singly and collectively, to manage the feelings they develop during the course. Feelings are always stimulated in interpersonal contacts, including classroom situations. Simulation teaching, with its emphasis on teamwork and interpersonal learning, may well excite more than the usual variety of reactions. In the authoritarian classroom, student feelings such as anger, rivalry, satisfaction, are usually ignored. In the classroom characterized by freedom, such attitudes are accepted by the teacher and utilized constructively for greater learning. Especially in role-playing, tensions and bonds may develop. It is important to ventilate these feelings with the learners, for they are the same as feelings that develop in working situations. To intellectualize them in the simulation should result in learning how to deal with them more effectively in other situations.

Depending on what his own entry skills are at the beginning of his experience with simulation teaching, the teacher may or may not be an effective facilitator immediately. He can , however, learn along the way with successive classes, and he can, with increasing self-confidence, admit his limitations and teach around them, as it were.

To summarize, the teacher, as facilitator, sets a classroom climate of openness and freedom, matches learner needs to a wide variety of resources, including himself, and helps learners to manage their limitations and their feelings.

D. EVALUATING THE PARTICIPANTS.

Whenever behavioral objectives are projected for a course, performance criteria should be specified.[1] Very little is known, however, about performance in the decision-making activities of librarians, special librarians, or federal librarians. Who knows how librarian-administrators act in given situations? There are no normative standards; for the most part we are dependent on subjective judgments. To offset this obvious disadvantage, several techniques are currently being used by the author to provide various kinds of evidence for consideration when making the final decision.

Anecdotal Records. An anecdotal record is kept by the teacher for each participant. In it are briefly noted each role played by the student with evaluative comments by the teacher or quotes from classmates during the critique sessions. If the student replays the tapes and then talks over his own role-play with the teacher, evidence of his perception and growth should be quoted in the anecdotal record. These records should be updated after every role-play session and should be used by the director in assigning roles to be sure that participants get their share of new roles to try, and that those who need reinforcement have such an opportunity. One of the most important reasons for taping each problem session is that the director is then free to participate completely in the role-play, knowing he can replay the tapes and concentrate on them separately for evaluative purposes.

Evaluative Interview. A supervisor-employee type interview between the simulation director and each participant is held outside of class hours sometime during the last half of the course. Participants who appear borderline should be interviewed first so that follow-up behavior can be carefully observed. If necessary, a second interview can be held before the final grade is determined. This interview may be role-played as a routine evaluative review and may result in a statement to the student that he will or will not be recommended for a raise, a step-up in grade, or reclassification. Prior to the interview, both director and participant should separately rate the participant on an appropriate rating instrument. The interview begins by comparing the separate ratings and talking over those items on which the director and the participant are not in substantial

[1]Robert F. Mager, Preparing Instructional Objectives (Palo Alto, California: Fearon Publishers, 1962), 44-53.

agreement. The rating instruments, plus notes on the interview, are filed for use in determining the final course grade.

Final Examination. The author prefers an in-basket exercise for the final exam. Since by this time there is sufficient evidence about each participant's ability to interact as a member of a team, the emphasis in the final examination is on individual work. Unfortunately, the in-basket exercise depends on the teacher's subjective judgment in grading. The course designer has explored several analytical and statistical methods used in other fields for quantifying in-basket responses, but has no method to recommend as yet. In the final analysis, at the present time, therefore, in-basket exercises must be subjectively graded.

Student Records. A file is set up by the director for each participant at the beginning of the course. Into it go the anecdotal record, the results of the interview(s), the final examination, plus examples of the student's individual and group work.

CHAPTER IV

CLASSROOM MANAGEMENT OF THE GOVERNMENTAL LIBRARY SIMULATION

A. MANAGEMENT OF CLASS SESSIONS.

Orientation. The orientation at the first meeting of the class is, naturally, very important for setting the mood for the simulation study, for explaining simulation as a type of study different from that usually encountered, and for motivating the students to want to learn by this method. These points need not be labored, however, as the students usually understand the idea and are intrigued by it from a simple explanation of the two major techniques: enactment and in-basket exercises. The sample in-basket exercise in Appendix B should be mentioned, and the students should at least be urged to try it. With some classes, the teacher may wish to make this an assignment for later class discussion or to be handed in for critiquing.

The model of a government library, which will be used throughout the simulation, should be introduced, and students should be assigned the reading of it. A time should be set to discuss their questions about it. The model should be thoroughly understood before class work begins on the problems. This does not mean, however, that every detail must be memorized. Rather, the model should be used for reference during the problems exactly as analagous documents would be used in an actual working situation.

Introduction should be made of the types of problems to be studied. The rationale by which these problems were selected should be explained, and if the student group is to participate in the selection of problems, that should be done at this time. It is wise to start every class with Problem 1. In this way, assignments are ready for the first problem session, and the teacher has a week to consider rearrangement of the remaining problems and to modify materials should this be necessary.

Hopefully, the teacher will have sufficient information about the students in advance of the first session to be sure that all students have a minimal level of understanding of the operation of the United States government, and of the nature of special libraries, both in and out of government. If the

teacher does not have this information about the students in advance, it must be solicited in some way during the orientation. The teacher should be prepared to refer students to basic readings on the operation of the federal government and to general readings on special libraries. (These may be selected from "The Professional Bookshelf", Federal Library Model, Document J, or from other sources.)

Necessary administrative announcements should also be made during the orientation, including the time and place of the teacher's office hours or whatever arrangements there are whereby students can communicate with the teacher between class sessions.

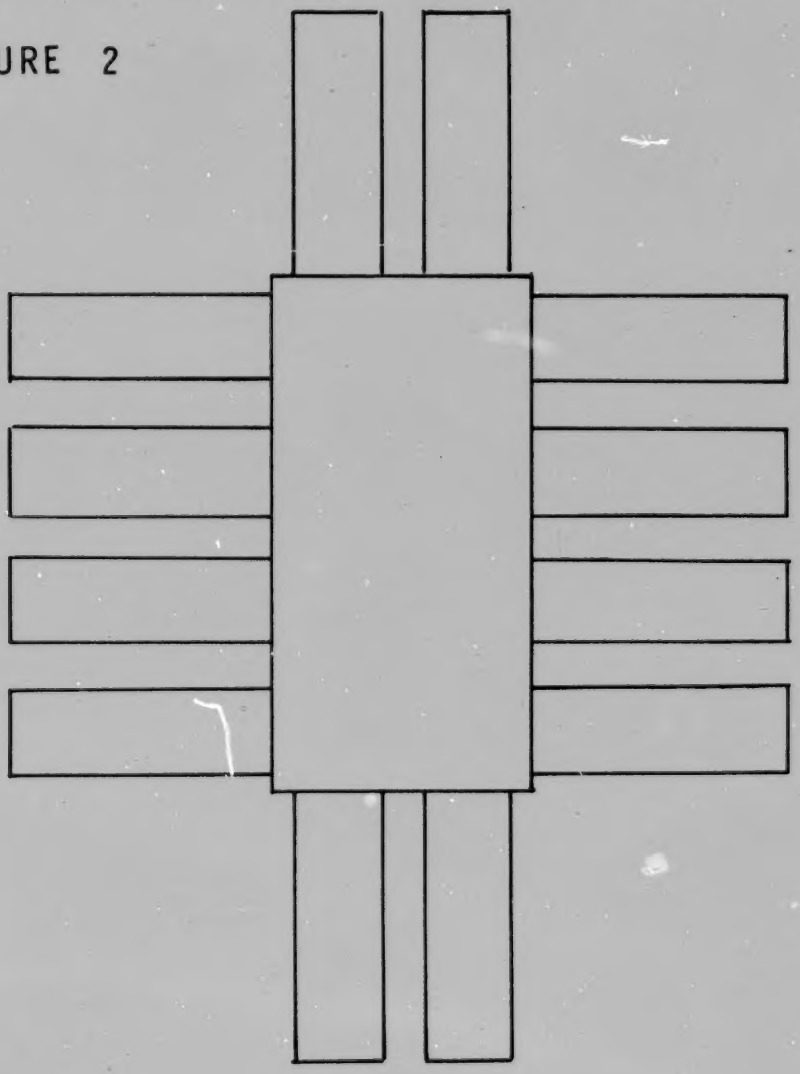
Simulation Sessions. Each regular class meeting begins with the simulation of the assigned problem. The teacher should be sure that the room is arranged as needed for the role-play, and that all needed materials are at hand. The teacher should state the problem briefly, introduce the players and identify the characters they are playing, and then retire to the sidelines. Each role-play enactment should be taped for later reference. The role-play is followed by the student's personal evaluation of what he observed or experienced, and then the group is ready for the debriefing discussion. It is also helpful for later purposes of evaluation to tape the debriefings. Detailed instructions for each problem are presented in Chapter V, following.

Follow-up Sessions. The second session of each class meeting is used for critiquing documents generated during earlier problems, for preparing for upcoming problems, for making assignments and announcements, or for any other purpose the teacher feels is justified. Some alternatives are shown on the projected schedule; others may be teacher-initiated in response to a particular class or classroom situation.

Evaluation Sessions. In an important sense the debriefing is the group's own evaluation of its work. As such, it may be directed by the teacher or by a mature member of the group. The first four problems are accompanied in the Participant's Resource-Log by a self-evaluation form. At the least, this should start the students thinking in terms of evaluation. As the course progresses, the form used becomes abbreviated. It is assumed that the student is learning the habit of self-evaluation, and that, as time goes by, he needs briefer and briefer reminders to initiate the process. By the end of the course, he should be able to respond to himself at the teacher's suggestion that the class pause to think about evaluation before beginning the debriefing discussion.

The teacher may wish to take notes or otherwise prepare himself to add meaningfully to what the students say during the debriefing. This means that he must not only be thoroughly familiar with the substance of each problem and have thought carefully over alternatives himself, but he may wish to make special observations of each student's participation in both role-playing and debriefing. The course designer has used the form illustrated in Figure 2 to record the communication pathways for study of group interrelationships and individual participation. This form is best suited to a seating arrangement of the class in a modified circle. Other forms are sketched on paper as the needs of the role-play suggest.

FIGURE 2



Each student's name is written in the position in which he is sitting. Lines drawn from one student to another as role-play or discussion takes place (or later, while listening to the tapes) show the prevailing patterns of communication and participation. Figure 3 shows a sample as recorded during a class debriefing. Even though this form does not provide a precise, accurate record, it has been found to be very helpful.

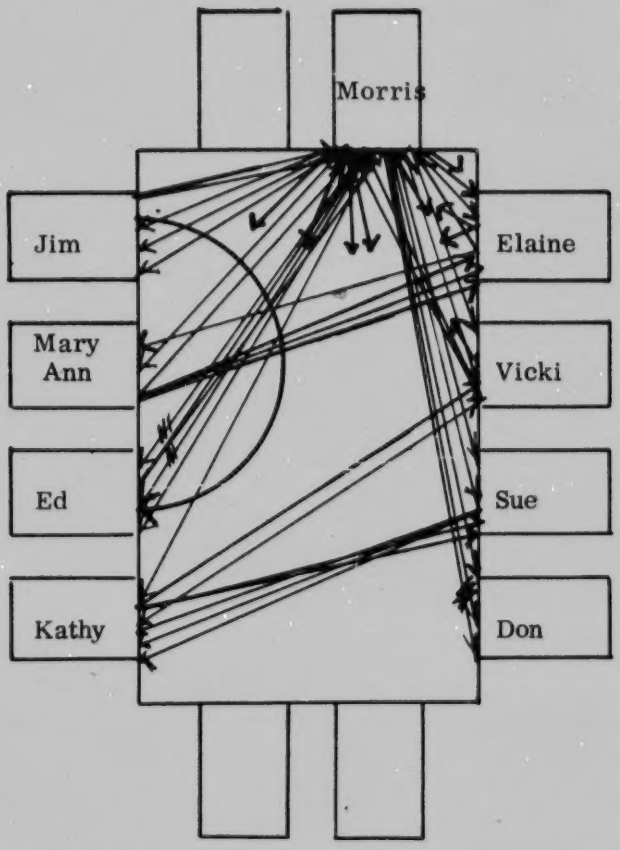
Mid-term and final evaluations may be conducted in one or more of several ways. Group discussions, personal evaluative interviews with individuals, graded in-basket exercises, even traditional pencil and paper tests should be considered. The teacher should be free to use any of these, or others, as he thinks best with a particular class. It should be noted, however, that Appendix C., "Special Purpose Communications", of the Director's Guide contains extra in-basket items. All are related to the model of the governmental library. They may appropriately be used separately or in combination for assignments, evaluation or, as their title suggests, special purposes of the teacher. These communications are not included in the Participant's Resource-Log in order to provide an element of spontaneity for the teacher. If they are to be used, they must be reproduced for distribution to the class.

B. PROBLEM SEQUENCE.

The problems in the Governmental Library Simulation reflect the expressed interest of federal government librarians who responded to a job inventory and questionnaire about their continuing education needs. (See Chapter II.) They emphasize the planning, coordinating, supervising and communicating activities of library administrators. The dimensions of each problem, in terms of the model library, are less important than a modus operandi in relation to the type of problem. In presenting each problem to the students the focus should be on the nature of the problem. Students should be encouraged to consider alternative solutions; and, if viable alternatives do not come to light during the role-play (as, naturally, they might not when individuals choose a line of action and stick with it), then the debriefing discussion must focus on the alternatives.

The threads of planning, coordinating and supervising run through the entire simulation, some problems highlighting one, some another. Communication is important in each problem, but four problems are principally concerned with it. If the number of problems to be used with a given group of students must be less than the twelve projected, care

FIGURE 3



Each line connects a speaker who aimed a remark or question to another individual with the individual to whom he was speaking. The arrow is at the receiver's end. Short arrows not connected to another individual show a remark or question directed at the whole group. Cross-hatches show a sharp exchange and are located close to the initiator. Shown is a 15-minute discussion in which Morris was the most talkative member of the class and the one to whom most individual remarks were directed. He tried to provide direction by addressing many remarks to the whole group as well as directing at least one message to every individual. He got into arguments with two other male students by antagonizing them, and he had a lengthy exchange with a third. The women talked more to each other than to Morris or the other men. Interchange between the men, other than that with Morris, was virtually non-existent. Since this was an open discussion and Morris had not been assigned a position of leadership, certain conclusions can be drawn.

must be taken to choose a set of problems that will include each activity or to choose those appropriate to the desired emphasis. The problems may be characterized as follows: based on the emphasis of the role-play situation:

Planning:	Problem 1.	Planning Library Consolidation
	Problem 5.	Quality Control of Library Operations
Coordinating:	Problem 3.	Coordination and Direction of an Internship Program
	Problem 7.	Coordination of Division Plans
	Problem 12.	Allocation of New Equipment
Supervising:	Problem 6.	Counseling an Unsatisfactory Employee
	Problem 10.	Refusal of a Staff Member to Help a Library User
	Problem 11.	Terminating a Probationary Employee
Communicating:	Problem 2.	Presentation and Justification of Space Recommendations
	Problem 4.	Presentation and Justification of Budget Revision
	Problem 8.	Response to a Complaint
	Problem 9.	Initiating a Complaint

Because of the interrelationships of these problems and the fact that successful completion of certain problems depends on knowledge derived in the course of earlier problems, it is wise to maintain the order projected in the suggested schedules. If the teacher wishes to rearrange the sequence of problems, he should know that: Problem 1 is a prerequisite for Problems 2 through 12; Problem 2 is prerequisite to Problem 5 and, possibly, Problem 12; Problem 3 is prerequisite to Problems 6 and 11; and Problem 5 is prerequisite to Problem 7. It should also be pointed out that the internal chronology of the problems is coordinated with the projected sequence. If problems are rearranged, dates on documents may be illogical.

Learning cannot be compartmentalized as easily as the problems. It is entirely possible; in fact, it is to be expected that there will be inter-relationships in the preparation for the various problems. The experience of the role-play may be either anticipated or reinforced through preparation of other problems than that for which the preparation is specifically undertaken.

C. SUGGESTED SCHEDULES.

The basic schedule for which the Governmental Library Simulation was planned is a fifteen-week semester during which time the class meets once a week for three hours. The basic pattern for the weekly meetings is a ninety-minute session, a fifteen-minute break, and a final thirty-minute session. This leaves unscheduled fifteen minutes of the three hours, which is simply for flexibility. The course plan for such a semester schedule would be as follows:

SUGGESTED SEMESTER SCHEDULE

Class Meeting	Session 1 90 Minutes	Session 2 30 Minutes
1	Introduction and Orientation	Continue Orientation Alternative: Pre-testing or personal study of model
2	Problem 1. Planning Library Consolidation	Q and A about model; Committee and individual preparation for Problem 2.
3	Problem 2. Presentation and Justification of Space Recommendations	Critique documents from Pr. 1. Alternative: Film on the management of change
4	Problem 3. Coordination and Direction of an Internship Program	Critique final communications from Problem 2. Alternative: Film on persuasive communication, or personal preparation for Problem 4
5	Problem 4. Presentation and Justification of Budget Revision	Committee and/or individual revision of budget documents. Alternative: Committee and individual preparation for Pr. 5
6	Problem 5. Quality Control of Library Operations	Critique final documents from Problem 4.

Class Meeting	Session 1 90 Minutes	Session 2 30 Minutes
6 cont.		Alternative: Film or lecture on quality control methods for library operations
7	Problem 6. Counseling an Unsatisfactory Employee	Problem 5 group reports and class discussion
8	Mid-term evaluation	Film(s) on supervisory communication skills. Alternative: Personal follow-up of evaluation.
9	Problem 7. Coordination of Division Plans	Discussion of individual reports
10	Problem 8. Response to a Complaint	Critique of documents from Pr. 7. Alternative: Film(s) on confrontation and/or supervisory communication skills (if not used previously)
11	Problem 9. Initiating a Complaint	Critique of documents from Pr. 8. Alternative: Group or individual preparation for Problem 10
12	Problem 10. Refusal of a Staff Member to Help a Library User	Critique of documents from Pr. 9. Alternative: Group or individual preparation for Problem 11.
13	Problem 11. Terminating a Probationary Employee	Further discussion of Problems 10 or 11. Alternative: In-basket exercise
14	Problem 12. Allocation of New Equipment	In-basket exercise Alternative: Discussion of in-basket exercise if used in Class Meeting 13
15	Final Evaluation	Final debriefing on course

The Governmental Library Simulation is readily adaptable to a schedule for an eleven-week quarter during which time the class meets once a week for three hours. The basic pattern for the weekly meetings is the same as for weekly meetings during a semester, and the course plan would omit three problems suggested for the semester plan.

SUGGESTED QUARTER SCHEDULE

Class Meeting	Session 1 90 Minutes	Session 2 30 Minutes
1	Introduction and Orientation	Continue Orientation Alternative: Pretesting, or personal study of model
2	Problem 1. Planning Library Consolidation	Q and A about model; committee and individual preparation for Pr. 2.
3	Problem 2. Presentation and Justification of Space Recommendations	Critique documents from Pr. 1. Alternative: Film on the management of change
4	Problem 3. Coordination and Direction of an Intership Program	Critique final communications from Problem 2. Alternative: Film on persuasive communication, or personal preparation for Problem 4
5	Problem 4. Presentation and Justification of Budget Revision	Committee and/or individual revision of budget document(s). Alternative: Committee and individual preparation for Pr. 5
6	Mid-term Evaluation Alternative Problem 6. Counseling an Unsatisfactory Employee	Film(s) on supervisory communication skills. Mid-term evaluation
7	Problem 5. Quality Control of Library Operations	Critique final document(s) from Problem 4. Alternative: Film or lecture on quality control methods for library operations
8	Problem 6. Counseling an Unsatisfactory Employee (If not used at class meeting 6) Alternative: Problem 9. Initiating a Complaint	Problem 5 group reports and class discussion
9	Problem 7. Coordination of Division Plans	Discussion of reports
10	Problem 10. Refusal of a Member to Help a Library User	In-basket exercise Alternative: Group or individual preparation for Problem 11

Class Meeting	Session 1 90 Minutes	Session 2 30 Minutes
11	Problem 11. Terminating a Probationary Employee. Alternative: Discussion of in-basket exercise	Final evaluation.

If it is not possible to schedule three-hour class meetings, on either the semester or the quarter schedule, the Governmental Library Simulation can be modified for fifty-minute class meetings two or three times a week. This must be done with considerable care for the allowance of adequate preparation time for students and for preserving the continuity between role-playing sessions and debriefings. In the course designer's experience fifty-minute sessions necessitate a good bit of lost time reminding the class what happened at the last hour by reiteration or by replaying tapes. The constraint of fifty-minute sessions need not prevent the use of the Governmental Library Simulation, however; it simply requires somewhat greater coordination on the director's part.

Because so many working librarians express a preference for short workshops whenever they are asked about continuing education preferences, a schedule for the thirty-hour workshop has been projected. It should be candidly stated that such use of the Governmental Library Simulation has not been tried, and special problems that might occur cannot be identified at this time. Experience suggests two cautions, however: (1) there should be a built-in change of pace in the sequence of daily activities; and (2) a minimum of preparation time must be built into the daily schedule. The change of pace is required by the extreme concentration required for participation in role-playing and debriefing sessions. Properly done, these activities are very demanding of energy. They should, therefore, be alternated with less demanding activities such as viewing films, working in committees and self-paced personal study. The inclusion of at least minimal preparation time during the daily schedule of a workshop provides a change of pace and assures that each participant will have made some preparation. Observations from many workshops suggest that thorough nightly preparation by all participants during the workshop cannot be assumed, though most will make some effort.

Following is a tentative schedule for a thirty-hour workshop:

SUGGESTED WORKSHOP SCHEDULE

Time	First Day	Second Day	Third Day	Fourth Day	Fifth Day
8:00-10:00	Orientation	Problem 2	Problem 4	Problem 5	Problem 5 (12)
10:00-11:00	Study[1]	Study	Study	Study	Study
11:00-12:00	Q and A/ Model	Follow-up	Follow-up	Follow-up	Follow-up
12:00-1:30	Problem 1[2]	Problem 3	Problem 6	Problem 8 (11)	Problem 10
3:30-4:00	Break/ Study	Break/ Study	Break/ Study	Break/ Study	Break/ Study
4:00-5:00	Follow-up[3]	Follow-up	Follow-up	Follow-up	Evaluation

[1]It should be planned that this is a variable time, because some problems take longer than others to role-play. Whatever time remains from the role-play and debriefing should be devoted to study.

[2]Follow-up must include critiques, reports, film showings (unless these can be scheduled at night) and group preparation. It will be seen that very careful planning of the follow-up periods is the key to maximum learning with this schedule.

[3]In a workshop situation in which no specific body of information has to be covered, it might be wise to ask the students what emphasis they prefer and to schedule the problems accordingly. It should be pointed out that Problem 1 is prerequisite for any of the following problems, and that certain other problems also have prerequisites. (See Section B, Problem Sequence, p. 20) The teacher must coordinate class selection of problems very carefully.

D. "THE PROFESSIONAL BOOKSHELF".

Special attention should be called to "The Professional Bookshelf", Document J of the Federal Library Model. This is the resource bibliography for the course. It is planned to suggest background materials for both teacher and students. Though some items included will be familiar to almost everyone, many of the items may be unfamiliar at the beginning of the course. All

have been chosen for their value and relevance to a study of the administration of libraries in a governmental situation. In some instances, one or two titles have been chosen from a wealth of similar works; in other cases, the titles listed are unique. All of these works, or similar ones where a given title is a choice from among several, should be available to the students. The reason for calling the bibliography "The Professional Bookshelf" and for presenting it as part of the Federal Library Model is to imply that the books would be available for reference, for reading and studying by the staff of an actual library. Students should be encouraged to turn to them exactly as they would to a professional bookshelf in any library in which they were employed. This point should be made very clear to the students. Since there are specific readings suggested with each problem, students sometimes forget that they need to be reading from these background materials also. The teacher is, of course, free to ask specific questions about these works or to make assignments in them. However, freedom for self-learning is such an important characteristic of both simulation learning and continuing education that preference should be given to encouragement and demonstration rather than to specific reading assignments and reports. It is the habit of turning to background materials that is to be learned, with these particular materials suggested as a time-saving pre-selection for the students.

E. SIZE OF CLASS.

It has been the experience of the course designer that there is a minimum, maximum and optimal class size for simulation study of special library administration. Seven people constitute the smallest number who can prepare and carry out the simulation; fifteen the largest number for whom the instructor can provide adequate follow-up and evaluation. The optimum is ten to twelve students.

The class size described above assumes the individualized participation of each student in the simulation. If other techniques, such as simultaneous role-play, are to be used, the given numbers do not apply. In simultaneous role-play,the feedback and evaluation of individuals are not of prime importance; therefore, the direct teacher/student relationship is diminished. The course designer of this simulation has had no experience with simultaneous role-play and therefore cannot suggest optimum group size. It would appear, however, that simultaneous role-play would be limited to situations in which individual student grades do not have to be assigned to personal work; for example, simultaneous role-play might be appropriate to a workshop situation.

CHAPTER V

THE PROBLEMS

A. GUIDE.

Each problem is reproduced here as it appears in the Participant's Resource-Log, including the abstract of the problem, the information about role-playing, the suggestions for preparation, the sources for preparation, the communications and the self-evaluation form. The teacher should familiarize himself thoroughly with these materials.

In addition, for each problem, there is added information for the teacher about the briefing the debriefing and the follow-up as well as suggestions for assignments. The teacher is, or course, at liberty to modify these suggestions in response to a particular class.

Section B of this chapter contains suggestions for some alternatives and should be read before the teacher finalizes his own course plan.

PROBLEM 1

PLANNING LIBRARY CONSOLIDATION

Incorporation of the library of hold-out agency into the department library has been ordered and must be accomplished in a given period of time. Resistance is evident at the planning meeting. It is the intention of the department administrative officer that two initial goals will be accomplished at this meeting: (1) the department library mission statement will be revised to include the mission of the incoming library; (2) at least the policy, if not the details,of assignment of personnel from the incoming library to the merged library staff will be agreed on.

Roles:

- DOE Assistant Secretary for Administration
- OAES Administrative Officer
- DOE Personnel Officer
- DOE Librarian
- OAES Librarian
- DOE Library Secretary

Role-Play time: 30 minutes

Suggestions for Preparation: Review:

1. How to conduct a meeting.
2. How to take minutes.
3. Dynamics of participation in a group.
4. Statements relating to DOE Library.
5. Management of personnel reassignment.
6. Special library services.

Sources:

DOE Library Professional Bookshelf (Federal Library Model, Document J).
Ready reference tools.
"Objectives and Standards of Special Libraries"

Cantor, D.D. "Communications, the Personnel Approach," Personnel Journal 48 (May 1969), 337-339.

"How to Get the Most Out of Meetings," (Condensed from Direction, the CNA Magazine), Management Review 59 (February 1970), 39-43.

Lawrence, Paul R. "How to Deal with Resistance to Change," Harvard Business Review 47 (January-February 1969), 4-12, 166-76.

Levinson, Harry. "A Psychologist Diagnoses Merger Failures," Harvard Business Review 48 (March-April 1970), 139-147.

Morse, John J. and Lorsche, Jay W. "Beyond Theory Y," Harvard Business Review 48 (May-June 1970), 61-8.

Swope, George S. "Interpreting Executive Behavior," Management Review, 59 (April 1970), 2-14.

Tannenbaum, Robert and Schmidt, Warren H. "How to Choose a Leadership Pattern," Harvard Business Review 36 (March-April 1958), 95-101.

COMMUNICATION 1

memorandum March 20, 19x5*

to: Assistant Secretary of Environment

from: Secretary of Ecology
Office of the Secretary

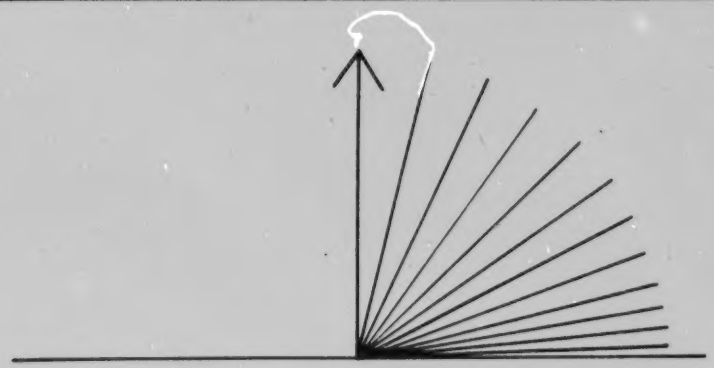
subject: Transfer of the Office of Aerial Environmental Surveys to the Department of Ecology

The enclosed memo from the Secretary of Space explains the reason for the transfer of OAES. Will you please manage this transfer and keep me informed?

Attachment

*The dating scheme for the simulation communications is an effort to avoid real dates which quickly appear out-of-date to students. Relative dates are, however, necessary for internal logic. Therefore, 19x0 was

COMMUNICATION 1 : ATTACHMENT



Department of Space

memorandum

Office of the Secretary
March 15, 19x5

to: Secretary of Ecology

from: Secretary of Space

subject: Transfer of the Office of Aerial Environmental Surveys to the Department of Ecology

The President's Commission on Efficiency in Government has recommended that the Office of Aerial Environmental Surveys be incorporated into the Department of Ecology. The President is anxious to accomplish the Commission's recommendations and has urged all agencies to begin implementation immediately. Since most activities will be under the direction of your Assistant Secretary for Environment, according to the Recommendations, we will be ready to cooperate in the transfer of OAES at any time and suggest that it be done by September 15, 19x5. If you can complete the transfer of all activities in a shorter time, it will be to our mutual advantage.

---

chosen as the year of founding the Department of Ecology and its Library, 19x1 was the first year of existence. At the time of the action we are in 19x5, the fifth year of existence. March 20 is a Wednesday.

COMMUNICATION 2

DOE
memorandum April 27, 19x5

to: Director, DOE Library

from: Assistant Secretary for Administration

subject: Transfer of the Office of Aerial Environmental Surveys to the Department of Ecology

The enclosed copy of a letter from the Assistant Secretary for Environment explains the transfer of OAES. Will you please manage the transfer of the Library and keep me informed?

To get things started, I will call a meeting in the near future with DOE and OAES administrative officers affected. I would like to discuss, at that meeting, revision of the DOE Library mission and DOE Library personnel assignments to incorporate the needs of this new unit.

COMMUNICATION 2: ATTACHMENT

Department of Ecology memorandum March 26, 19x5

to: Assistant Secretary for Administration
from: Assistant Secretary for Environment
subject: Transfer of the Library of the Office of Aerial Environmental Surveys from the Department of Space to DOE

I have been directed to incorporate the entire Office of Aerial Environmental Surveys into the Department of Ecology, primarily into the Office of Environment, as soon as possible. As you know, it is the policy of our Department to keep all libraries in the Washington area consolidated. Therefore, would you begin immediately to plan the incorporation of OAES Library into DOE Library?

The move should be completed by September 15, 19x5, sooner if possible. Keep me informed of any major difficulties -- a brainstorming session will probably bring forth fruitful solutions.

Director's Guide: Chapter V

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:
   1. What do you understand the immediate goals of the meeting to be?

   2. If you were chairman, how would you attempt to accomplish these goals?

B. After role-play: Role-players:
   1. Were the goals of the meeting accomplished? Yes___ No___
      If no, why not?

   2. Were you able to act as you think you would act in a similar situation? Yes___ No___
      If no, why not?

   3. Thinking back over the role-play, was there anything you feel you should have done differently? Yes___ No___
      If yes, what? Explain.

C. After role-play: Observers:
   1. Were the goals of the meeting accomplished? Yes___ No___
      If no, why not?

   2. Which role-players took a leadership role in accomplishing the business of the meeting?

   3. Which role-players did little to accomplish the business of the meeting?
      What could these role-players have done to improve their performances? Explain.

BRIEFING GUIDE FOR PROBLEM 1

Roles for Problem 1 should be specifically assigned at the first class session for the role-play at the second class session. The class should be reminded that, as with any other individual assignment for class presentation, if the student to whom a role has been assigned is unable to attend class, he has an obligation to let the teacher know as far in advance of the scheduled class as possible.

Attention should be called to the suggestions for review and the sources for review presented with Problem 1 in the Participant's Resource-Log. If there are special instructions about the location of these materials and rules for their use by this class, these instructions should be given now. Especially at the beginning of the simulation, and especially if students are unaccustomed to permissive classroom techniques, it is important to get across the idea of personal responsibility for preparation. This includes reading from the background materials ("Professional Bookshelf", Federal Library Model, Document J) as each student deems necessary for himself, rather than waiting for assignments from the teacher. Students should also be directed to complete Section A of the Self Analysis and Evaluation form (in the Resource-Log) after they have completed their preparation, when they feel they are ready for the role-play.

The teacher should type up the following role cards in advance of the class meeting. At the time the role assignments are made, he should privately give the appropriate card to the person assigned to each of these roles. The class will expect resistance on the basis of the statement of the problem. The detailed directions are for the specific role-players only.

Director's Guide: Chapter V

Problem 1: Library Consolidation
Role: OAES Administrative Officer

You don't care one way or the other what happens to the OAES Library, but your boss in the Department of Space is very unhappy over the transfer and has instructed you not to waste time over it. "They are getting our library as a gift; let them do the work." Therefore, though not openly hostile, you aren't going out of your way to help. Furthermore, you want to get the meeting over in a hurry. Try to postpone, delegate or otherwise dispose of everything the chairman suggests. If the meeting isn't over in fifteen or twenty minutes, excuse yourself on a flimsy excuse and leave.

Problem 1: Library Consolidation
Role: OAES Librarian

You have a soft berth in the library, with no real accountability to anybody for the way you do things. You and your assistant librarian have worked together for years, are spare time buddies as well, and don't want to break it up. You resent having to move, having a professional librarian over you (you have no library training), and having to change your working habits in any way. You don't like whatever is suggested for your assistant librarian either. Do everything you can to impede the change through words, gestures and actions except downright refusal to move. You must give lip service to the idea or lose your job. You may be aggressively hostile, however.

The DOE Assistant Secretary for Administration should prepare a call for the meeting. This can be placed in student mailboxes between class meetings or, if most students are commuters not on campus between class

meetings, it can be distributed at the beginning of the role-play session. (N.B., All students receive copies of all Communications, not just those students who are assigned roles. This is essential so that every student will have the same information about what is going on, and so that every student will have, at the conclusion, complete documentation of the Governmental Library Simulation.)

If the DOE Assistant Secretary for Administration does not prepare a call for the meeting, the failure to do so should be mentioned during the debriefing. Students are expected to think ahead and to prepare to move the action of the simulation forward as they would in real life.

The DOE Assistant Secretary for Administration will chair the meeting. He may or may not distribute an agenda. He may have included the agenda in the call for the meeting. Since only two topics are to be discussed, he may have decided an agenda is unnecessary. The point might be discussed during the debriefing.

The DOE Library secretary should take the minutes of the meeting. If it is observed that she is not doing so, the teacher should prompt her immediately so that the opportunity is not lost.

Before the session, the teacher should place a table and six chairs in front of the room or in the center (as in arena theatre) according to the available space and his own or the group's inclination. At the beginning of the session the teacher should:

1. Briefly state the problem to be role-played.
2. Review the roster of who's who and the ground rules of role-play.
3. Direct the role-players to position themselves for role-play and to begin.
4. Take an observer's position and keep quiet unless the role-players specifically ask for help. The teacher may wish to take notes for the debriefing or for use in evaluating students.
5. Be responsible for taping the role-play and the debriefing.
6. At the end of forty minutes, if the Chairman is not in the process of closing the meeting, stop the group. Or, the teacher may prefer to give a five-minute warning and let the Chairman then try to conclude.

The prior experience of members of the class should be taken into account in making the first role-play assignments. In order to make the first

effort at role-play as successful as possible, an experienced chairman should be assigned the role of Assistant Secretary for Administration; amateur actors or natural extroverts should be assigned the roles of OAES Administrative Officer and Librarian. There will be time later on to give inexperienced class members the opportunity to explore new roles for themselves through the role-play.

DEBRIEFING GUIDE FOR PROBLEM 1

The debriefing discussion should take place in a permissive and helpful atmosphere in which each student feels responsible for evaluation of the preceding individual and group efforts. The questions below are only a guide. Depending on what happened in the role-play, the teacher should feel free to change individual questions or the entire approach. If, in the course of the debriefing, alternative ways of handling the resistance are suggested, the director may challenge the group to an "instant replay". For example, if the resister has gotten into an open confrontation with one of the DOE committee members, the role of the involved DOE representative could be assigned to another student, and a segment of the meeting would be re-played, all other role-players filling their same roles. Sometimes this gambit will work very well; sometimes it won't. In any event, substitution of one person in the role-playing group may well change the complexion of the meeting, -- and the point will be made.

At the conclusion of the role-play, before any discussion takes place, the teacher should give the students time to complete Section B or C, whichever is appropriate, of the Self-Analysis and Evaluation form in the Resource-Log. As soon as they have completed it, the teacher should initiate the discussion.

Suggested Discussion Questions:

1. Were the goals of the meeting accomplished?
   If so, could they have been better accomplished? How?
   If not, why not? What prevented the accomplishment? Could failure have been avoided?

2. How was the resistance of the OAES personnel evidenced?
   Was it well countered?
   Could it have been better countered?

3. Why were the OAES personnel resistant?
   What are some of the other ways (besides showing resistance) that people act when they are insecure and unwilling to change?
   What is the likelihood that the OAES Library staff will give lip service to the transfer, but try to sabotage the effort?
   How should the DOE Library Director watch for such sabotage, and what measures can he take to counter it?

4. Did the chairman effect a smooth closure for the meeting?
   Did he assign jobs to be done as follow-up? Clearly?
   Does everyone understand what will happen next?
   Were dates and/or places for follow-up activities clearly stated?

5. Do all students understand the official communications channels in large organizations? It may be necessary to refer to the organization charts (Federal Library Model, Document C) to review this point with the class.

FOLLOW-UP AND ASSIGNMENTS FOR PROBLEM 2

1. If the meeting has agreed on revisions necessary in the statement of mission of the DOE Library and has actually constructed such a statement, then that document needs to be duplicated and distributed to the class. If, however, the committee did not settle the actual wording, you, as teacher, appoint two students to the roles of DOE Librarian and OAES Librarian. They, as a committee of two, must prepare the revised statement of mission, following the intent of the meeting; and it must be duplicated for distribution before or at the next meeting of the class.

2. Appoint three individuals to the roles of DOE Administrative Services Officer, DOE Librarian, and DOE Chief of Documentation Services to consider the space problems of integration of the two libraries and to report back their recommendations with any necessary documents, at class meeting _____.* (Problem 2)

3. Appoint two individuals to the roles of DOE Librarian and OAES Librarian to consider the budgetary problems involved in integration of the two libraries and to report back their recommendations, with

any necessary documents, at class session _____. (Problem 4. Note that this assignment is two weeks in advance of the actual role-play of the problem. This is because of the amount of work necessary. Other assignments to the same individuals during this time should be avoided.)

4. Assign all members of the class who are not working on committees to prepare, individually, a press release describing the consolidation of the two libraries. This should be a release to go to the total library community. Each student should turn in his release to the teacher, who will have all of them duplicated and distributed to class members for critiquing at class session _____.

5. Remind students that preparation for these specialized activities is up to them, but that you are ready to suggest additional sources or to help in any way they wish you to help. Open the door to teacher assistance, but do not force teacher direction on them.

PROBLEM 2

PRESENTATION AND JUSTIFICATION OF RECOMMENDATIONS FOR REVISION OF LIBRARY SPACE

The Committee on Space Revision must present its recommendations for the physical accomodation of the OAES Library (services, materials, personnel) to the Head of the DOE Office of Administrative Services. With his approval the recommendations can then be sent through channels for final approval.

Roles: Head, DOE Office of Administrative Services
Director, DOE Library
Chief, Office of Documentation Services

Role-play time: 20-30 minutes

Suggestions for Preparation: Review:

1. Physical facilities for special libraries
2. Federal Library Model, Document D

Sources:

American Library Association. Problems in Planning Library Facilities. Chicago: American Library Association, 1964.

Anthony, L.J. "Library Planning," Handbook of Special Librarianship and Information Work. 3d ed. edited by W. Ashworth. London: Aslib, 1967, 309-364.

"If Your Office is Typical, It's a Bad Place to Work," Management Review 59 (June 1970), 47-51.

Director's Guide: Chapter V

Laub, Kenneth D. "Tips on Leasing Office Space," Management Review 58 (November 1969), 36-41.

McDonald, J. "How the Man at the Top Avoids Crises," Fortune 81 (January 1970), 120-122.

Special Libraries, 1961-1965. [Series of articles on planning physical facilities.]

Problem 2

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:
   1. What do you understand the goals of this conference to be?
   2. How is the purpose of this conference different from the purpose of the meeting to plan the merger in Problem 1?
   3. If you were the DOE Library Director, how would you plan to accomplish the goals of this conference?

B. After role-play: Role-players:
   1. Were the goals of this conference accomplished? Yes___ No___
      If no, why not?
   2. Were you able to act as you think you would act in a similar situation? Yes ___ No___. If no, why not?
   3. Thinking back over the role-play, was there anything you feel you should have done differently? Yes___ No ___
      If yes, what? Explain.

C. After role-play: Observers:
   1. Were the goals of this conference accomplished? Yes___ No___
      If no, why not?
   2. What were the most life-like elements in the role-playing?
   3. What were the least life-like elements in the role-playing? Could these elements have been changed to make the role-play more lifelike?
   4. Did the documents brought to this conference actually help?
      Yes___ No___. If no, how could they have been improved?
   5. Were the problems of communication different from those in the merger meeting, or similar to them?
      Did the role-players communicate well or poorly?

Director's Guide: Chapter V

BRIEFING GUIDE FOR PROBLEM 2

Problem 2 is based on the assignment made following Problem 1 to three members of the class. As soon as they have completed the assignment, copies of their recommendations should be made and distributed to the class as Communication 3, Space Committee Recommendations. If this document cannot be distributed in time for students to study the recommendations in advance of the role-play session, then the first fifteen or twenty minutes of class time should be devoted to independent study of them. The role-play should then begin, following the general directions (page 37).

It is helpful to the observers in this problem to have an overhead projector available with transparencies of the floor plan of the DOE Library (Federal Library Model, Document D) as it is and showing the recommended changes. If additional space is recommended, there should be a transparency of it, showing how it would be used.

DEBRIEFING GUIDE FOR PROBLEM 2

The general directions are the same as those for Problem 1 (Page 38).

Suggested Discussion Questions

1. Are there special OAES Library services that create space problems for the DOE Library?
   If so, can they be resolved in the present DOE Library space?

2. Have all OAES Library materials been provided for by the recommendations for revision? If not, why not?

3. Do all OAES Library personnel have space, under the recommendations, comparable to that in which DOE Library staff work? If not, why not? What is the significance of this consideration?

4. Were alternate solutions to the space problem considered? If so, what were the advantages and disadvantages of each solution? Was the best possible solution finally agreed on?

5. What factors besides those of theoretical space assignment were taken into account in arriving at the final recommendations? What is the relative significance of these factors?

6. Were the problems of communication in this conference different from those in the merger meeting, or similar to them? How are the problems related to the difference in purpose of these two situations?
Could different communication techniques have changed the outcome of the conference? How? (There are possibilities for replay in relation to this question.)

FOLLOW-UP AND ASSIGNMENTS FOR PROBLEM 3

1. Assign someone (one of the role-players, or another student) to incorporate decisions made during role-play into the document, Communication 3, Space Committee Recommendations. The resultant new document should be duplicated and distributed to all members of the class as Revised Communication 3.

2. Make the role-play assignments for Problem 3.

Director's Guide: Chapter V

PROBLEM 3

COORDINATION AND DIRECTION OF AN INTERN PROGRAM

A proposal for an intern program to develop professional personnel for the DOE Library, submitted over a year ago, is funded rather suddenly. Three interns have been selected and have arrived for work. Their first two weeks on the job they spend in a training institute for new Federal library employees. This institute is held at the department library of the Department of Space. During this time, the DOE Library staff must make specific plans for the utilization of the interns. The Library Director calls his four chiefs into a planning session for this purpose.

Roles:
- Director, DOE Library
- Chief, Documentation Services
- Chief, Bibliographic Services
- Chief, Circulation Services
- Chief, Technical Services

Role-play time: 30-40 minutes

Suggestions for Preparation: Review: Principles of Internships

Sources:

Berkner, D.S. "Two Library Work-Study Programs in the Boston Area," College and Research Libraries 28 (March 1967), 120-128.

Connor, J.M. "Medical Librarian Trainee Program in a Medical Society Library," Special Libraries 58 (July-August 1967), 428-429.

Denova, Charles. "Is This any Way to Evaluate a Training Activity? You Bet It Is!" Personnel Journal 47 (July 1968), 488-493.

Graham, R.G. and Valentine, M.A. "Dealing with On-the-Job Identity Problems," Management Review 58 (September 1969), 41-48.

Hekimian, J.S. and Jones, C.H. "Put People on Your Balance Sheet," Harvard Business Review 45 (January-February 1967), 105-113.

Herzberg, Frederick. "One More Time: How Do You Motivate Employees?" Harvard Business Review 46 (January-February 1968), 53-62.

Imberman, A.A. "The Missing Element in Supervisory Training," Management Review 59 (March 1970), 15-19.

Immelman, R.F.M. "The Continuing Education of Library Personnel," South African Libraries 37 (December 1969), 128-143.

Jones, F. "Practical Training Schemes for Library School Students," Library Association Record 68 (August 1966), 281-283.

Livingston, J.S. "Pygmalion in Management," Harvard Business Review 47 (July-August 1969), 81-89.

Maier, N.R.F. and Thurber, J.A. "Problems in Delegation," Personnel Psychology 22 (Summer 1969), 131-139.

Netz, D.J. and Wood, D.E. "The Human Element: A Retrospective Evaluation of the Ohio State University Libraries Internship Program," American Libraries 1 (March 1970), 253-254.

North, D. "The Misfit: A Corporate Need," Vital Speeches 34 (August 1968), 630-632.

Paul, William J., Robertson, Keith B., and Herzberg, Frederick. "Job Enrichment Pays Off," Harvard Business Review 47 (March-April 1969), 61-78.

Peele, D. "Performance Ratings and Librarians Rights," American Libraries 1 (June 1970), 595-600.

COMMUNICATION 4

Department of Ecology memorandum March 1, 19x4

to: Assistant Secretary for Administration, DOE
from: Library Director
subject: Proposal for a Library Internship Program

Following our conversation yesterday about the Library's continuing personnel problems, I drafted a statement incorporating some of the ideas we talked about. This is a first effort, and the details are open to negotiation.

Attachment

COMMUNICATION 4: ATTACHMENT

Department of Ecology

Library
March 1, 19x4

Subject: Proposal for a Library Internship Program

Purpose of Program: To develop top quality professional personnel for the DOE Library from among graduates of accredited library schools through a planned six month internship.

Justification: Since the establishment of the DOE Library we have experienced difficulty in attracting and keeping top quality librarians. As the Library's responsibilities expand to include service to more agencies, liaison with state and international agencies, and expanded involvement in government-wide information networks, the personnel crisis will accelerate. The problem is compounded by the length of time required for any employee to become thoroughly familiar with the special services and problems of the DOE Library and by the slowness of the normal pathways to promotion. Good young people are discouraged and seek jobs elsewhere before they reach peak productivity and eligibility for promotion here.

Characteristics of Proposed Program:

1. Rigorous selection of interns.
2. Planned rotation through all library activities.
3. Increased responsibilities as internship progresses.
4. Close observation and direction of each intern.
5. Continuous evaluation and rigorous weeding of interns.
6. An approved rapid promotion plan for successful interns.

Schedule for Program: Six months of each of three successive years: either July through December (for June graduates), or September through May (for August graduates).

Number of Interns Requested: First year, four interns; succeeding years, negotiable on basis of first year experience.

Responsible Official: Director: DOE Library

COMMUNICATION 5

Department of Ecology

memorandum

to: Director, DOE Library

from: Assistant Secretary for Administration

subject: Library Internship Program

date: March 2, 19x5

Executive Order D4201, Improved Career Opportunities in Federal Service, January 19, 19x5, opened the way to fund your Proposed Internship Program of March 1, 19x4.

This memo will authorize you to publicize the Program and to select three interns to begin the program on April 15, 19x5 at the GS grade 9. Please work with the Training Officer in the Personnel Office in the detailed planning of the internship program.

Please keep me informed of the progress of the program; it is of particular interest to the Secretary.

cc: Personnel Officer

COMMUNICATION 6

Department of Ecology

memorandum

to: Division Chiefs, DOE Library
from: Director, DOE Library
subject: Planning Conference for Internship Program
date: April 10, 19x5

We will meet on April 23 at 10 a.m. in my office to finalize plans for rotating the interns to all departments.

Please bring to the meeting your plans for the training of the interns in your respective divisions, making these plans as specific as possible in relation to objectives, in-service training required, tasks to be assigned, and time required for each intern in your department. The schedule will have to account for each intern from May 1-September 15, 19x5. We will also have to plan for the in-depth evaluation of each intern, though these plans do not have to be finalized at the present time.

I am enclosing copies of the applications of the three interns selected for your program. In preparing plans for the work of these interns in your department, you should consider the prior training and special capabilities of these individuals.

Attachments: 3

COMMUNICATION 6: ATTACHMENT 1

DEPARTMENT OF ECOLOGY
LIBRARY MANAGEMENT DEVELOPMENT INTERNSHIP PROGRAM
APPLICATION

Name: John Blalock
Address: 1042 Ewer Dr. Tarpa, Va.
Permanent address, if different:

Male: x Female:
Citizenship: U.S.
Military status:
Veteran -- Korea

Education: State in chronological order, degrees earned, where, subject major:

B.S.	Princemont College	Physics
M.L.S.	Dacron University	Special Libraries

Significant non-degree programs completed: What, where, when:

Law	John Adams Law University	19x5 (-7 yrs.) (for 2 yrs.)
Seminary	St. Jehosephat	19x5 (-4 yrs.) (for 1 yr.)

Experience: State library positions held, where, when:

Student aide -- circulation -- Princemont College for 2 years
Shelved books while in law school.

Significant non-library positions, especially managerial positions:
(Do not include student, summer, or other temporary jobs.)

Personal Data:

Date of birth:
Place of birth: Tarpa, Virginia

Marital status (check)

Single	x
Married	
Divorced	
Widowed	

Health status (Check)

Excellent	x (glasses)
Good	
Fair	
Poor	

If married, name of spouse:

Any handicaps: If so, explain:

If unmarried, name of nearest kin:
Mrs. Paul Blalock

Serious illness in last 12 months:
If so, explain.

Honors and awards:

Hobbies: Classical music, Puzzles, Mountain climbing

Director's Guide: Chapter V

Summarize your reasons for interest in the internship program:

Even though I have traveled extensively, I believe it is time I settled down and established a home for my mother and myself. This trainee program offers a challenge that makes staying put sound exciting. Furthermore, my travel experiences coupled with my ability to read German, Russian, Latin and French should enhance my usefulness. Because I love the out of doors, I am especially interested in working for the Department of Ecology.

List the names and addresses of three individuals who have taught you or supervised you to whom we may write for a statement about your professional and personal capabilities in relation to this internship program.

1. Gordon Rogers
   Head Librarian
   Princemont College
   Alaska, Virginia

2. Roland Thomas
   Prof. of Law
   Dacron University
   Dupont, Delaware

3. William K. Moore
   Prof. of Special Libraries
   Dacron University
   Dupont, Delaware

COMMUNICATION 6: ATTACHMENT 2

DEPARTMENT OF ECOLOGY
LIBRARY MANAGEMENT DEVELOPMENT INTERNSHIP PROGRAM
APPLICATION

Name: Sara Goodman (Mrs. Edward) Male: Female: x
Address: 3024 Quennell Ave., Wash., D.C. Citizenship:
Permanent address, if different: Military status:

Education: State in chronological order, degrees earned, where, subject major:

Alabama Teachers College	B.A.	Elementary Education
University of Guam	M.L.S.	Special Librarianship

Significant non-degree programs completed: What, where, when:
None

Experience: State library positions held, where, when:

None

Significant non-library positions, especially managerial positions: (Do not include student, summer, or other temporary jobs.)

None

Personal Data:

Date of birth: Place of birth: _____

Marital status (check)

Single	____
Married	x
Divorced	____
Widowed	____

Health status (check)

Excellent	x
Good	____
Fair	____
Poor	____

If married, name of spouse:
Edward Washington Goodman

Any handicaps: If so, explain:
None

If unmarried, name of nearest kin:

Serious illness in last 12 months:
If so, explain.
None

Honors and awards:
None

Hobbies:
Dancing, Civil rights

Director's Guide: Chapter V

Summarize your reasons for interest in the internship program:

I'll be living in the area because my husband, who is in the military, has been assigned to Andrews Air Force Base, and therefore we will be making our home in Washington, D.C. for the next three years.

There are government libraries everywhere so that experience in a civil service library will be particularly valuable when we are re-assigned.

This internship provides supervised experience, and promises faster promotions for internees. We Blacks need to take advantage of every opportunity in order to compete with whites in the labor market.

List the names and addresses of three individuals who have taught you or supervised you to whom we may write for a statement about your professional and personal capabilities in relation to this internship program.

1. James Peterson
   Assoc. Prof. of Library Science
   Graduate School of Library Studies
   University of Guam

2. Donald Brooks
   Assoc. Prof. of Library Science
   Graduate School of Library Studies
   University of Guam

3. Constance Williams
   Instructor, Library Science
   Graduate School of Library Studies
   University of Guam

COMMUNICATION 6: ATTACHMENT 3

DEPARTMENT OF ECOLOGY
LIBRARY MANAGEMENT DEVELOPMENT INTERNSHIP PROGRAM
APPLICATION

Name: Helen Moore
Address: 10911 New Mexico Ave.
Silver Spring, Illinois

Male: Female: x
Citizenship: U.S.
Military status: ---

Education: State in chronological order, degrees earned, where, subject major:

B.A. Torrence College, Arta, Indiana Political Science
M.L.S. Univ. of Sylta, Chicago, Illinois Special Libraries

Significant non-degree programs completed: What, where, when:
Dale Carnegie, Chicago, Illinois 19x5 (-10 years)
Group Dynamics, YWCA 19x5 (-3 years)

Experience: State library positions held, where, when:

Significant non-library positions, especially managerial positions: (Do not include student, summer, or other temporary jobs.)

Precinct Chairman 5 years -- Silver Spring, Ill.
State Committee -- (Republican Party) 3 years

Personal Data:

Date of birth: 19x2 (-40 years) Place of birth: Chicago, Ill.

Marital status (check)

Single	___
Married	x
Divorced	___
Widowed	___

Health status (check)

Excellent	x
Good	___
Fair	___
Poor	___

If married, name of spouse:
John Henry Moore

Any handicaps; If so, explain:

If unmarried, name of nearest kin:

Serious illness in last 12 months: If so, explain:
Hysterectomy

Honors and awards:
Republican Woman of the Year for Illinois, 19x2

Hobbies:
Politics, Bonsai

Director's Guide: Chapter V

Summarize your reasons for interest in the internship program:

My experience as a volunteer in politics convinces me that women have the same capabilities as men and the world needs those capabilities desperately. I want to get back into the labor market and be a contributing member of society as well as set an example to my three children, who are now self-sufficient, of how women can be wife, mother and careerist.

I believe a government library is the place a librarian can have the most impact on the world today, and since ecology is so important to every life, the Department of Ecology Library is the optimum combination for greatest impact.

List the names and addresses of three individuals who have taught you or supervised you to whom we may write for a statement about your professional and personal capabilities in relation to this internship program.

1. Dr. Gilda Jensen
   Professor of Library Science
   University of Sylta
   Chicago, Illinois

2. Dr. Abe Broome
   Professor of Library Science
   University of Sylta
   Chicago, Illinois

3. Peter Barbarollis
   State Central Committee
   915 Park Place
   Chicago, Illinois

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C

A. Before role-play:

1. What do you understand the immediate goals of this conference to be? How do the goals of the Library Director and the Division Chiefs differ?

2. Are there differences in the preparation the various participants in this conference should make? Yes____ No ____. If so, what kinds of preparation are indicated for each?

B. After role-play: Role-players:

1. Were the goals of this conference accomplished? Yes___ No___ If no, why not?

2. Were you able to act as you think you would act in a similar situation? Yes___ No___. If no, why not?

3. What was the primary problem of communication in this conference? Did you contribute to the problem? Or to the solution? Explain. Did you understand this while the role-play was in progress, or only in retrospect?

C. After role-play: Observers:

1. Were the goals of the conference accomplished? Yes___ No___ If no, why not?

2. If the actions of the role-players were at fault, how should they have acted?

3. If there was information needed and not available, what information was it?

4. Were there any communications problems evident at this conference? If so, define them. How could they have been overcome? Avoided?

Director's Guide: Chapter V

BRIEFING GUIDE FOR PROBLEM 3

Problem 3 is based on the assignment made following Problem 2. The students playing the roles of the four Division Chiefs should have worked independently and together to prepare the statements requested by the Director. Copies of these statements should be made and distributed to the class as Communication 7, Plans for DOE Library Internship Program. If the students have not had time to read the plans in advance of the role-play session, then time must be allowed at the beginning of the session. The role-play should then begin, following the general directions (page 37).

DEBRIEFING GUIDE FOR PROBLEM 3

The general directions are the same as those for Problem 1 (page 38).

Suggested Discussion Questions

1. Did the Library Director use the ideas of his staff members, or did he superimpose his own? Did he take what they offered and make something of it?

2. Analyze the ways in which the Library Director accomplished the goals of this conference. Or analyze the reasons he was unable to accomplish the goals.

3. Were the individual plans routine or innovative? Had the Division Chiefs integrated their plans well? Would each intern experience the most challenging part of each Division's work if the plan is carried out, or would the interns participate only in routine?

4. Does the finished plan allow for teamwork between each intern and each Division staff, or does it allow only for observation and independent work by the intern? What are the advantages and disadvantages of these alternatives?

5. Are there other possible plans for the interns that should have been considered? If so, what are they? Is the group sure the best alternative has been found?

6. What are the disadvantages for good planning inherent in this problem? Are these disadvantages realistic? Could any have been avoided? How?

FOLLOW-UP AND ASSIGNMENTS FOR PROBLEM 4

1. Assign one of the role-players, or one other member of the class, to incorporate the ideas of the conference into a final document to be duplicated and distributed to the class as Revised Communication 7, Plans for DOE Library Internship Program. This assignment includes writing a cover letter to send with a copy of the document to the Assistant Secretary for Administration, who asked to be kept informed. The teacher might remind the student of this, or wait to see whether the student remembers. Keeping interested management people, and people who can help advance the library's programs, informed is a key responsibility of library administrators.

2. Assign half the class to write a public relations release to the professional press about the internship program. This document is to be critiqued at class meeting _____.

3. Assign the other half of the class to write an in-house PR release for distribution throughout DOE. This document will be critiqued at class meeting _____.

4. Assign the roles of Head, DOE Office of Administrative Services and DOE Budget Officer for Problem 4. The other roles in Problem 4 were assigned at the end of Problem 1.

5. Students should be reminded to complete Section A of the Self-Analysis and Evaluation form when they feel they are ready for Problem 4.

Director's Guide: Chapter V

PROBLEM 4

PRESENTATION AND JUSTIFICATION OF REVISED BUDGET

The Library Director must present his recommendations for accomodating the OAES Library (services, materials, personnel) in the DOE Library budget for the following fiscal year to the Assistant Secretary for Administration and the DOE Budget Officer. With their approval the recommendations can then be sent through channels for final approval.

Roles: Assistant Secretary for Administration
Director, DOE Library
DOE Budget Officer
OAES Librarian

Role-play time: 20-30 minutes

Suggestions for Preparation: Review:

1. Federal Library Model
2. Budget practices and procedures.

Sources:

Anthony, Robert N. "What Should 'Cost' Mean?" Harvard Business Review 48 (May-June 1970), 121-131.

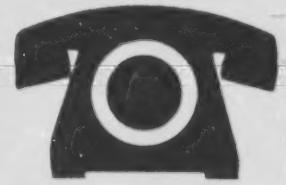
Flarsheim, H. "How 15 Executives Handle Their Annual Battle of the Budget," Business Management 37 (November 1969), 22-26.

Hughes, C.L. "Why Budgets Go Wrong," Personnel 42(May 1965), 19-26.

Ott, D.J. and Ott, A.F. Federal Budget Policy. Rev. ed. Washington, D.C.: Brookings Institution, 1969.

Pondy, L.R. and Birnberg, J.G. "An Experimental Study of the Allocation of Financial Resources within Small Hierarchical Task Groups," Administrative Science Quarterly 14 (June 1969), 192-201.

COMMUNICATION 8

DOE LIBRARY  PHONE MESSAGE

To: Director — May 8, 19x5
From: Assistant Secretary for Administration — 9:30 am

The Assistant Secretary wishes to set up review of your revised budget for 19x7 (incorporating OAES Library costs) for May 22 at 10:30 a.m. If o.k., please inform OAES Librarian, who is to be present.

Your calendar is clear at that time, so I agreed tentatively. O.K.?
Marge

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:
   1. What do you understand the goals of this conference to be?
   2. If you were the DOE Library Director, how would you prepare for the conference?

B. After role-play: Role-players:
   1. Were the goals of the conference accomplished? Yes___ No___ If no, why not?
   2. Was there additional information you should have had before going into the conference? Yes___ No___. If yes, was the information available? Could you have gotten it?

C. After role-play: Observers:
   1. Were the goals of the conference accomplished? Yes___ No___ If no, why not?
   2. Were there communications problems evident at this conference? If so, define them. How could they have been overcome? Avoided?

Director's Guide: Chapter V

BRIEFING GUIDE FOR PROBLEM 4

Problem 4 is based on the assignment following Problem 1 to two members of the class. As soon as they have prepared the documents to be used at this conference, copies should be made and distributed to the class. (Communication 9. Revised Budget Document(s)) If they cannot be distributed in time for students to study them in advance, then the first fifteen or twenty minutes of the class session should be devoted to independent study of the documents. The role-play follows.

Sometimes there is no member of a particular class with the nature and critical judgment necessary to play the role of a senior executive officer of the federal government. In that case, the teacher should assume the role. Though there is no built-in hostility against the library in this problem, the situation requires a critical attitude toward the budget which must be expressed in intensive analysis and detailed questioning. The purpose is to give the student experience in the communications problems of justification to non-librarians. This was begun in Problem 2 (Recommendations for Space Reallocation) and should be intensified here. The communications problem is the critical issue.

The following role card should be given to the student(s) playing the role(s) of the Assistant Secretary and the Budget Officer:

> Problem 4: Budget Justification
> Roles: DOE Assistant Secretary for Administration
> DOE Budget Officer
>
> The positions of these two officers require that they understand library costs, yet neither is trained as a librarian. Years of experience have taught them many things, so "stupid" questions are out-of-order. Questions should be critical and detailed, however. And, neither officer should be satisfied with superficial answers or generalizations. If the librarian is unable to answer certain questions, the logical follow-up is,"What are you doing to get this information?" and/or to suggest ways and means. After all, you are thinking in the best interests of the Department.

DEBRIEFING GUIDE FOR PROBLEM 4

Suggested Discussion Questions

1. Are there special OAES Library services that create budget problems for the DOE Library? If so, have they been resolved in the revised budget?

2. Have all OAES Library services, materials and personnel been provided for in the revised budget? If not, why not?

3. Since the budgets are made two years in advance and approved one year in advance in the Executive Branch, it would be safe to assume that the Department of Space budgets for 19x6 and 19x7 include OAES Library needs. Was the possibility of a transfer of funds from DOE for 19x6 considered? If such a transfer were considered, what procedures would be necessary to effect it?

4. Appropriations have been made on the basis of two separate services to two separate audiences (OAES and DOE). Has the budget, or at least the conversation, allowed for the possibility that as a merged operation there will be a synergistic effect, requiring, in effect, more services and more funds? How can this idea be gotten across to management?

FOLLOW-UP AND ASSIGNMENTS FOR PROBLEM 5

1. Assign someone (one of the role-players or another student) to incorporate decisions made during role-play into the document(s). The resultant new document should be duplicated and distributed to all members of the class as Revised Communication 9, Revised Budget Document(s).

2. When the revised budget is in final form, it must be forwarded to the next office for approval. Assign all class members to write a letter of transmittal. Due at class meeting ____. (Note: If the teacher wishes to grade some of the out-basket items, this would be a good one. It is short; suitable form samples are readily available

to the students; it must be directed to the appropriate office as well as carry a specific message.)

3. Make the role-play assignments for Problem 5. In making this assignment point out to the students that the previous pattern is not being followed for Problem 5. Rather, each student is assigned the role of a professional librarian in one of the DOE Library's four divisions, even though this may result in more personnel than the staffing pattern calls for. This different pattern is being used so that every student will have the responsibility to immerse himself in the literature relating to measuring and evaluating performance in library tasks. Obviously, this is to prepare students for cost/benefit analysis and PPBS (Planning-Programming-Budgeting-System). However, since this problem is likely to involve the student in many new ideas and in a lot of reading, the device of assigning each student to the staff of one division will limit the field of focus for him. Students should study the appropriate documents of the Federal Library Model to learn about their divisions in detail and then look for methods to relate cost, productivity and benefit to their division operations.

PROBLEM 5

QUALITY CONTROL OF LIBRARY OPERATIONS

The Secretary of Ecology has called for a Department-wide performance review at the conclusion of the Department's first five years of existence, six months hence. The Library Director has instructed his Division Chiefs to work with their respective staffs to develop procedures that will relate productivity to library programs and budgets.

The problem calls for simulaneous role-play, with each class member assigned to one of the four Division staffs. In the role-play, each student is to act as a professional librarian, even though this is not the staffing configuration of the DOE Library.

Roles: Chief, Bibliographic Services Chief, Circulation Services
Chief, Documentation Services Chief, Acquisition Services

Every other class member is assigned to one of these four staffs.

Role-play time: 45 minutes

Suggestions for Preparation: Review:

1. Federal Library Model, Document F, Agency Manual; Document H, Statistical Abstract of Annual Report 19x4; Document E, Library Budget.
2. Scientific management of libraries.
3. Performance budgeting.
4. Library statistics.

Sources:

Baker, Samuel W. "Writing an Annual Report Worth Reading," Management Review 59 (January 1970), 28-30.

Brutcher, Constance, Gessford, Glen, and Rixford, Emmet. "Cost Accounting for the Library," Library Resources and Technical Services 8 (Fall 1964), 413-431.

Director's Guide: Chapter V

Coover, R.W. "User Needs and Their Effect on Information Center Administration: A Review 1953-1966," Special Libraries 60 (September 1969), 446-456.

DeWitt, Frank. "A Technique for Measuring Management Productivity," Management Review 59 (June 1970), 2-11.

Drage, J.F. "User Preferences in Technical Indexes," Indexer 6 (Autumn 1969), 151-155.

Fazar, Willard. "Program Planning and Budgeting Theory: Improved Library Effectiveness by Use of the Planning-Programming-Budgeting System," Special Libraries 60 (September 1969), 423-433.

Ferguson, John. "Getting Better Results from Brainstorming," Management Review 59 (August 1970), 18-23.

Geller, W.S. "Gauging Progress," Library Journal 90 (September 1965), 3559-3562.

Hamill, Harold L. "The Numbers Game: Performance Budgeting," Library Journal 90 (September 1965), 3563-3567.

Kuhn, James P. "Setting Up an Effective Quality Assurance Program," Management Review 59 (February 1970), 10-14.

Offenbacher, E. "The Economics of Reprography for Technical Communication," UNESCO Bulletin for Libraries 24 (January-February 1970), 23-26.

Peterson, Stephen L. "Patterns of Use of Periodical Literature," College and Research Libraries 30 (September 1969), 422-430.

Randall, Gordon E. "Budgeting for a Company Library," Special Libraries 58 (June 1970), 2-11.

Tuttle, Helen W. "TSCOR: The Technical Services Cost Ratio," Southeastern Librarian 19 (Spring 1969), 15-25.

COMMUNICATION 10

Department of Ecology

memorandum

to: All Professional Staff
from: Director, DOE Library

date: June 7, 19x5

As I mentioned at the last staff meeting, the time has come to begin planning for the five-year performance review requested by the DOE Secretary. The development of methods for review of each division will be under the general direction of the chief of the division, and all professional personnel will participate. To provide planning time I am assigning the initial division meetings for the following times, with the personnel of divisions not meeting to be deployed to carry on essential services (chiefs please coordinate):

June 19	9-11 a.m.	Bibliographic Services Acquisition Services
June 21	9-11 a.m.	Documentation Services Circulation Services

From this point on, it is up to each division. I will plan a meeting in about a month for representatives of each division to work with me to coordinate the division plans. Meanwhile, I will appreciate being kept informed of your progress.

Director's Guide: Chapter V

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:

Did you understand the assignment and prepare at the maximum level of your capability?

If not, why not:

B. After role-play: Role-players:

Did you participate to the maximum of your capability and accomplish what you wanted to accomplish?

If not, why not?

C. After role-play: Observers:

Were the goals of the role-play accomplished?

If not, why not?

BRIEFING GUIDE FOR PROBLEM 5

The four groups meet simultaneously with the class members assigned the roles of Division Chiefs in charge initially. Each group should be free, however, to plan its own organization as a committee and to select its own representative to the follow-up meeting. The teacher should move from group to group, observing and acting as a resource person if he is called on. If additional information is requested by a committee member, the teacher will have to supply it from his imagination, or tell the committee that, since that information has not been collected in the past, he will have to get along without it. If the simultaneous committee meetings will create confusion because of close working quarters in one room, the teacher should arrange for at least one extra room.

Obviously, the students will be dependent on the statistical abstract from the annual report (Federal Library Model, Document H) for information about tasks and productivity in the past. If the students are perceptive, they will quickly conclude that this is not a perfect statistical report for their present purposes. Part of their problem here is to revise the statistical reporting for the DOE Library so that, in the future, needed information for PPBS and cost/benefit analysis will be available. They should be guided to this conclusion, not told in advance.

DEBRIEFING GUIDE FOR PROBLEM 5

The debriefing must include, probably before anything else can be done, an analysis of the faults of the statistical reports and agreement as to what is needed. Following this discussion, the teacher will have to "play it by ear" with each individual class. Some classes may need considerable help in locating methods for performance evaluation and in modifying them for the purposes of Problem 5. Other classes may be capable of formulating methodology and need only to have it critiqued at this point.

It should be noted that Problem 7, Coordination of Division Plans, is the follow-up of Problem 5. This means that the teacher might choose to (a) provide intensive instruction in evaluation methodology at class meeting 6 in the form of films or a lecture; (b) make specific reading assignments; (c) assign special reports to individual members of the class. The schedule for class meeting 6 should be considered very flexible for this reason. Some debriefing in relation to actual plans may be done, but

most might be deferred until class meeting 7. Problem 6, scheduled for class meeting 7, is a short role-play problem which should leave additional time for follow-up reports, committee work or critiquing of plans.

In critiquing the plans, whenever this is done, the chief criterion is that each plan be feasible. Students should have considered the objectives, the procedures and the problems of implementation of the plans. If they have not, appropriate questions should be raised and discussed. Alternatives should be carefully considered. The specific problems of coordinating four different plans into a final plan for the library as a whole should be left for Problem 7.

FOLLOW-UP AND ASSIGNMENTS FOR PROBLEM 6

1. Each person acting as a committee chairman should write up the plan for his division following either class meeting 6 or 7, whichever is appropriate based on the teacher's choice of debriefing plan. These plans should be duplicated and distributed to the class as Communication 11, Performance Evaluation Plans.

2. Other assignments (e.g., special reports) follow from the teacher's plans for this problem. Some students might be assigned to design forms needed for the implementation of plans or to conduct literature reviews of needed procedures. The teacher should be sure that each student who does such a special assignment has the opportunity to report to the class either orally or through the distribution of some document.

3. Make the role-play assignments for Problem 6. This problem requires only two people. If the class is large enough, the teacher might relieve these two people of follow-up assignments for Problem 5, inasmuch as they are very time-consuming assignments.

PROBLEM 6

COUNSELING AN UNSATISFACTORY EMPLOYEE

Supervisor's reports on one of the interns have indicated a quality of work below that considered satisfactory. If the employee is to be terminated at the end of the internship instead of hired on a permanent basis, she must be warned ninety days before the end of the internship. The Library Director must counsel the intern in such a way as to motivate her to change her behavior and to improve the quality of her work. The Director must know what sources of help are available to the employee and inform her of them.

Roles: Director, DOE Library Intern, Helen Moore

Role-play time: 15-20 minutes.

Suggestions for preparation: Review:

1. Regulations relating to employee counseling and termination.
2. Motivation of employees.
3. Counseling techniques.

Sources:

Burke, Ronald J. and Wilcox, Douglas S. "Characteristics of Effective Employee Performance Review and Development Interviews," Personnel Psychology 22 (Autumn 1969), 291-305.

Kirk, E.B. "Appraisee Participation in Performance Interviews," Personnel Journal 44 (January 1965), 22-25.

Sterner, Frank M. "Motivate--Don't Manipulate," Personnel Journal, 48 (August 1969), 623-627.

Strauss, Paul S. "The Rating Game," Personnel Administration 32 (January-February 1969), 44-47.

Thompson, David W. "Performance Reviews:Management Tool or Management Excuse," Management Review 58 (June 1969), 62-65.

Zeitlein, L.R. "Planning for a Successful Performance Review Program," Personnel Journal 48 (December 1969), 957-961.

COMMUNICATION 12

memorandum

to: Director, DOE Library
from: Chief, Technical Services
subject: Helen Moore, Library Intern

date: May 22, 19x5

Department of Ecology

Mrs. Moore spent her first period of internship in Technical Services. She has been well-trained in technical procedures and learned our modifications of standard procedures easily. She performed best in routine situations and assisted in several instances in improving procedures for speed. She applied herself, on assignment, to the development of new procedures as part of a feasibility study and performed acceptably. Mrs. Moore was not, however, in spite of her ability, a really satisfactory employee. She tends to be too sociable, especially with the young technicians and part-time workers, for whom she appears to want to be some kind of leader. Although I attempted to speak to her several times about interrupting and distracting others by her "sociability", she continued to act in this way the entire time she was in the department. I could not, on the basis of this experience with her, recommend that she be added to the permanent staff.

COMMUNICATION 13

Department of Ecology — memorandum — June 10, 19x5

to: Director, DOE Library
from: Chief, Documentation Services
subject: Helen Moore, Library Intern

I am replying to your request for an evaluation of Mrs. Moore although I feel that, with only ten days behind her in Documentation Services, it is a bit too soon. The initial experience with Mrs. Moore has been a disappointing one for me. She was, apparently, poorly prepared in library school for any kind of machine applications to library work; neither did she have any courses in abstracting or indexing. She seems uninterested in our computer projects and has not, so far as I can tell, learned much from the reading material I gave her when I realized her deficiency. She does the task placed in front of her in a minimal way and seems to be just putting in the time until she is rotated to another division. I am planning to try her in the experimental work on our retrieval projects this week, but I foresee little difference in her attitude or performance. I cannot, as yet, recommend her for the permanent staff.

COMMUNICATION 14

memorandum

DEPARTMENT OF ECOLOGY

to: Helen Moore, Intern
from: Director, DOE Library
subject: First Evaluation of Work

date: June 10, 19x5

As we told you at the beginning of the Internship Program, we plan to evaluate all interns very carefully, and to talk over staff evaluations of your work with you at frequent intervals. Will you please come to my office for your first evaluation on June 12, 19x5, at 2:30 p.m. If this appointment time is inconvenient, please call my secretary for another time. I'm looking forward to talking with you.

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before Role-Play:

Did you understand the assignment and prepare at the maximum level of your capability?

If not, why not?

B. After Role-Play: Role-Players:

Did you participate to the maximum of your capability and accomplish what you wanted to accomplish?

If not, why not?

C. After Role-Play: Observers:

What factors of motivation and communication did each role-player appear to have uppermost in his mind during this role-play?

Evaluate the performance in terms of personnel theory.

BRIEFING GUIDE FOR PROBLEM 6

Problem 6 emphasizes the need to know what to say to an employee in a counseling interview and how to say it. The role-play offers an opportunity for practice for the student playing the role of the library director. The student playing the role of the intern should study Mrs. Moore's application (Problem 3, Communication 6, Attachment 3) and fabricate an appropriate personality. In this role-play, the student playing Mrs. Moore is part of the problem and does not act as he, himself, would act in such a situation. Only the student playing the part of the director should play as he, himself, would act.

DEBRIEFING GUIDE FOR PROBLEM 6

The role-play should be relatively brief and to the point. If it tends to drag on, it should be interrupted, and the reasons why explored, or another student assigned to the role of director to try another approach.

The discussion should center on both the substance of the interview and the communications techniques employed, with analysis stemming from knowledge of federal government procedures and opportunities for employee development and from personnel theory. This is an excellent role-play opportunity for an immature or inexperienced student to play the library director. The discussion can then be preliminary to replays in which other students play the director to demonstrate alternative approaches or techniques, or in which the original director tries again, this time utilizing ideas from the discussion.

FOLLOW-UP AND ASSIGNMENTS FOR PROBLEM 7

1. If desired, the teacher might assign one or two students to prepare an evaluation interview form. There should be such a form to guide the interview, as well as to provide a permanent record of it for the files. Since no such form is provided, it should be assumed that (a) the regular DOE forms used for evaluation interviews are not suitable for the internship situation, and (b) that in the haste of getting the internship program under way, no such forms were prepared. If this assignment is made, forms should be duplicated and distributed for critiquing at class meeting _____.

2. Remind class of role-play assignments for Problem 7. This is the follow-up of Problem 5, and assignments have already been made. If there are documents to be distributed (and there should be), be sure to do this. Problem 7 is scheduled for class meeting 9, two weeks hence.

3. The mid-term evaluation of students is scheduled for class meeting 8. If there is a special assignment for this evaluation, it should be made at this time.

PROBLEM 7

COORDINATION OF DIVISION PLANS

The Director of the DOE Library must work with his Division Chiefs to unify their individual quality control plans into an over-all plan for the library.

Roles:
- Director
- Chief, Bibliographic Services
- Chief, Documentation Services
- Chief, Circulation Services
- Chief, Acquisition Services

Role-play time: 45 minutes - 1 hour

Suggestions for Preparation: Review:

1. Design of a user study.
2. Design of a product study.
3. Design of a technology feasibility study.
4. Work-load indicators.

Sources:

Cochran, M.L. et al. "Application of Managerial Cost Accounting to a Science Information Center," Journal of the American Society for Information Science 21 (March 1970), 163-164.

Conference on the Present Status and Future Prospects of Reference/Information Service, Columbia University, March 30-April 1, 1966. Chicago: American Library Association, 1967.

Cuadra, C.A. and Katter, R.V. "Implications of Relevance Research for Library Operations and Training," Special Libraries 59 (September 1968), 503-507.

Dougherty, Richard M. and Heinritz, Fred J. Scientific Management of Library Operations. New York: Scarecrow Press, 1966.

King, B.G. "Cost-Effectiveness Analysis: Implications for Accountants," Journal of Accountancy 129 (March 1970), 43-49.

Landau, H.B. "Methodology of a Technical Information Use Study," Special Libraries 60 (July-August 1969), 340-346.

Lindberg, Roy A. "The Unfamiliar Art of Controlling," Management Review 58 (August 1969), 49-54.

Morse, Philip M. Library Effectiveness: A Systems Approach. Cambridge: MIT Press, 1968.

Wills, G. and Christopher, M. "Cost/Benefit Analysis of Company Information Needs," UNESCO Library Bulletin 24 (January-February 1970), 9-22.

COMMUNICATION 15

memorandum

to: Division Chiefs
from: Director, DOE Library
subject: Coordination of Plans for Library Performance Review

date: June 18, 19x5

I would like to schedule our meeting to coordinate your plans for the library performance review for July 2, 2-4 p.m. If there is a conflict for anyone, please let my secretary know immediately.

You, or your division representative, will be asked to give a brief report on your plans before the general discussion begins. Please turn in your complete report by June 26 for reproduction and distribution by my office.

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:

Did you prepare for this assignment to the best of your ability?

If not, why not?

B. After role-play: Role-players:

Was your skill in explanatory and persuasive communication successful?

If not, why not?

C. After role-play: Observers:

What level of effective communication was achieved? Could this level be improved upon?

If so, how?

Director's Guide: Chapter V

BRIEFING GUIDE FOR PROBLEM 7

Make a special point of reproducing and distributing the statements of division plans as Communication 16, Performance Review Plan(s), in time for all students to study them carefully.

Since so much work has already been done in preparation for this problem, only the briefest introduction should be necessary before moving directly into the role-play.

DEBRIEFING GUIDE FOR PROBLEM 7

The debriefing must focus on both the substance of the plans and the interpersonal action of the role-play. The way in which the director and the group plan to mold four separate plans into one integrated plan for the entire library must be feasible. Similarly, the way in which each individual presents his division plan, defends it, criticizes the other plans and perceives what is necessary to coordinate all the plans must be realistic. There should be full opportunity for discussion of all these points.

FOLLOW-UP AND ASSIGNMENTS FOR PROBLEM 8

1. Assign one or two students to revise the plans in light of the discussion. Reproduce and distribute as Revised Communication 16, Performance Review Plan(s).

2. Make role assignments for Problem 8.

PROBLEM 8

RESPONSE TO COMPLAINT

The head of one of DOE's sub-agencies has complained in writing to his supervisor, Assistant Secretary for Ecologic Art, about some material in the library. The Assistant Secretary has asked the Library Director to prepare a reply for his signature, and has informed the Assistant Secretary for Administration of the bruhaha. In this role-play, the Library Director is to talk over the complaint and his suggested response with the Assistant Secretary for Administration. The Assistant Secretary should instruct his secretary, when the Library Director arrives for his appointment, that they are not to be disturbed.

It should be assumed that there is something to the complaint, the details of which are in some instances factually correct, in others open to individual interpretation. It should also be assumed, however, that there are some plus values to the publication, and the Library Director should be prepared to state what they are. Over-all, the vehemence of the complaint seems out of proportion.

Roles: Assistant Secretary for Administration; Director, DOE Library Secretary

Role-play time: 10 minutes

Suggestions for Preparation: Review:

1. DOE Library Policy (Federal Library Model, Document F)
2. Principles of book selection.
3. Techniques of persuasive communication.

Sources:

Anderson, John. "Giving and Receiving Feedback," Personnel Administration 31 (March-April 1968), 21-27.

Burke, Ronald J. "Methods of Resolving Interpersonal Conflict," Personnel Administration 32 (July-August 1969), 48-55.

Director's Guide: Chapter V

Burnes, Bruce B. "How to Become a More Persuasive Manager," Management Review 58 (September 1969), 34-40.

Kelly, Joe. "Make Conflict Work for You," Harvard Business Review 48 (July-August 1970), 103-113.

Mendheim, John M. "Dealing with Executive Conflict," Management Review 58 (July 1969), 22-28.

Pemberton, William H. "Talk Patterns of People in Crises," Personnel Administration 32 (March-April 1969), 36-40.

COMMUNICATION 17

Department of Ecology Phone Message

to: Director, DOE Library July 13, 19x5
from: Assistant Secretary for Administration

Concerned about July 12 memo from Assistant Secretary for Ecologic Art. Please contact him as soon as possible about it.

I took the liberty of making an appointment with him for you at 3:30 this afternoon.

Marge

COMMUNICATION 18

Department of Ecology memorandum July 12, 19x5

to: Director, DOE Library
from: Assistant Secretary for Ecologic Art
subject: Outdoor Sculpture

Attached is a copy of a letter which concerns me. Please prepare a response for my signature at your earliest convenience.

Attachment
cc: Assistant Secretary for Administration

COMMUNICATION 18: ATTACHMENT

Garden Club Bureau
July 11, 19x5

Assistant Secretary for Ecologic Art
Department of Ecology
Ecology Building
Washington, D.C.

Dear Sir:

I feel I must inform you of a situation which exists in the Department Library. The Library insists upon subscribing to -- in fact, has just renewed its subscription to -- a publication that is contrary to the aims and purposes of this Bureau and, indeed, of the Department of Ecology itself. I refer to Outdoor Sculpture. I have called the Bureau's position to the attention of the Librarian on more than one occasion, but the publication has not been deleted from the subscription list.

All members of the Bureau staff are in agreement with me that this publication is of no value. The editorial quality is poor, the printing worse. Its photographic reproductions are unbelievably bad in this day of skilled technology. Furthermore, it is the policy of this publication to accept advertising from anyone. As a consequence, it includes ads from manufacturers who violate recognized ecologic principles in their manufacturing processes. In the May 19x5 issue, on page 27, there is an advertisement from the International Hose Company, a firm which is at the present time in litigation with the Department of Justice at

Department of Ecology

the instigation of our own Department.

These reasons (I could add more if you want them) indicate clearly to me the inadvisability of spending government money to subscribe to Outdoor Sculpture. Besides, nobody on my staff would use it.

I trust you will use your influence to rid us of this undesirable publication. Thank you.

Sincerely,

Ray Etabrug

Chief, Garden Club Bureau

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:

What are the real questions at issue? Have you prepared adequately to defend the library at any time.

If not, why not?

B. After role-play: Role-players:

How would you rate your skill in thinking on your feet? Your communication of your own and the library's points-of-view?

If these needed improvement, how could you try to improve?

C. After role-play: Observers:

What level of skill in the particular kind of communication involved was exhibited? If this level needs improvement, what would you prescribe for the role-players?

BRIEFING GUIDE FOR PROBLEM 8

Give out the following role-cards in advance so that the students can prepare accordingly.

Problem 8: Response to Complaint
Role: Assistant Secretary for Administration

You are in the position of both defender and arbiter. Naturally, if one of the units under your jurisdiction is attacked unjustly, you want to defend it. A complaint that goes up through channels reflects on you. But you want to be sure of your facts. You are responsible to see that the library serves DOE well, and, if it is not doing so, you need to know and to make some changes. So you're listening, willing to be convinced, but needing specific answers to specific questions. If it comes to a confrontation between two sub-agencies, you will probably have to serve as an arbiter along with the Assistant Secretary for Ecologic Art, who realizes this and has been kind enough to notify you of the problem by way of carbon copies of correspondence.

Problem 8: Response to Complaint
Role: Library Director

You have restudied the publication in question and are convinced that, though it is not the best in the field, it needs to be in the library. It is widely read inside DOE and by industry and general public. It is listed in standard bibliographies; it must be included in Ecology Literature (library-initiated index); and it is currently being used by DOE and Justice personnel in preparing cases against several manufacturers. You realize the Assistant Secretary for Administration is preparing to help you by talking with you, and you want to cooperate with him. Apparently the Assistant Secretary for Ecologic Art also wants to help you since he's

asked you to prepare his reply to the Garden Club Bureau Chief -- or, he may be simply using this means of learning what your position will be. Naturally you want to cooperate with him also. Know your position; be helpful; be firm.

In this problem, the role-play stage must be set so that action unanticipated by the class can take place. The Assistant Secretary and the Library Director need space to be seated at a desk or table. Some distance away, as if in a reception room, the secretary is seated at a desk or table. The class must be informed of the real physical plan even though that plan is shown only symbolically through props.

When the Library Director presents himself for his interview, the secretary conducts him into the Assistant Secretary's office, is told, "See that we're not disturbed," and returns to the outer office. After the interview has proceeded for a long enough time for a discussion of the issues from the Library's point-of-view, but before the conclusion of the interview, the Chief of the Garden Club Bureau appears in the reception room. This role-player should have been privately assigned and instructed by means of the role card below. He may discuss his role with the teacher, but not with any member of the class. (In fact, the teacher may wish to bring in a student in theatre arts to give a more realistic performance than could be expected from a member of the class.)

Problem 8: Response to Complaint
Role: Chief, Garden Club Bureau

You are mad and showing it. You want the publication Outdoor Sculpture out of the Library. Use the reasons stated in your letter, plus any others you can think of. Logic doesn't matter after a point. If you don't always make sense in what you're saying, so much the better. Obviously there is more to this than meets the eye. You don't want anyone to know it, but some years back you were the editor of a rival publication that failed. This professional failure was a set-back to your career, and you blame the rival editor. You resent helping him by even one subscription. Do everything you can, short of physical violence or personal abusiveness, to get your way. You may question the Library Director's competence.

Problem 8

The Bureau Chief, if he is a member of the class, should sit near the secretary's desk so that he can rise and begin to talk to her simultaneously. If the Bureau Chief is not a member of the class, he should be right outside the door ready to enter on cue from the teacher. The idea is to surprise both class and role-players and to move very quickly into a confrontation.

The action proceeds as follows:

Bureau Chief (pushy and insistent): I want to see Mr. _____(or Miss _____, using the real name of the student playing the role of the Assistant Secretary).

Secretary (will probably respond somewhat as follows): I'm sorry; he's in conference.

Bureau Chief (annoyed): It's very important. I must see him at once.

Secretary: I'm sorry, but he cannot be disturbed. I'll be glad to make an appointment for you.

Bureau Chief (breaking in angrily): I have to see him now.

Bureau Chief (pushing past secretary into office): I have to talk with you immediately. (Seeing Library Director) Oh, you're here. Good. We can settle this whole matter right now.

At this point the Bureau Chief launches into a tirade about his beef. He may wish to have a copy of the offending publication with him to help illustrate his points. He goes on, becoming less and less logical, until the Assistant Secretary recovers sufficiently to take hold of the situation, after which it proceeds according to his direction.

If the teacher is certain of the reaction of the student playing the role of the secretary, he may choose to let that student be surprised along with the rest of the class. If, however, he is uncertain, then he should instruct the secretary privately either with the following role card or in conversation.

Director's Guide: Chapter V

> Problem 8: Response to Complaint
> Role: Secretary
>
> You have been instructed that your boss is not to be disturbed. However, an unidentified person appears and insists on seeing him. You try, politely, to give him an appointment. He will push past you. Try to stop him with words, but don't use physical violence.

Though this problem is set up to appear to the students like a reasonable complaint, it is actually an experience in dealing with an unreasonable complaint and a confrontation. Legitimate complaints from reasonable people are relatively easy to work out; it is the unreasonable complaint from the prejudiced, defensive, aggressive or otherwise hung-up individual that causes trouble. Without implying that bureau chiefs act this way, the stage is set for Problem 8 to be a demonstration that requires an unusual amount of perception and tact for resolution.

If the student playing the role of the Assistant Secretary is experienced and/or quick on his feet, he may realize there is more to the situation than meets the eye. He may try to separate the principals by asking the Library Director if he would mind coming back later. Then he could give full attention to the Bureau Chief, listen to his full story and try to find out what is really bugging him. Or he may try to arbitrate the difference by hearing both sides right now. If he asks the Bureau Chief to return later, the Chief should ignore it and proceed with his accusations. The Library Director may also choose one of several lines of action, offering to leave, matching the Chief in defensive anger, or playing it cool.

Let the action play itself out if it is making progress. This will probably not happen in the allotted ten minutes. If, however, neither the Assistant Secretary nor the Library Director is able to get the leadership in the situation away from the Bureau Chief, the teacher may have to stop the action. Should this happen, however, the teaching situation is favorable for discussing alternate ways of handling the complaint and to assign other students to the role(s) of Assistant Secretary and/or Library Director for instant replay. This is a ticklish problem with no pat answer, so sufficient time should be given to it to allow the students to try out a variety of solutions.

DEBRIEFING GUIDE FOR PROBLEM 8

Problem 8 calls for a complete discussion of the attitudes displayed by the three principal players as well as their methods of handling the complaint and the confrontation. It must be brought out that there was something behind the Bureau Chief's over-reaction. If the Assistant Secretary was unable to find out during the role-play what this was, the class should be told now. Try to help them understand the difference between reaction and over-reaction, and discuss the implications for confrontation situations.

The problems and pathways of communication in such a situation should not be overlooked because they are, perhaps, less dramatic than the confrontation. The value of carbon copy communication might be brought in here.

FOLLOW-UP AND ASSIGNMENTS FOR PROBLEM 9

1. The teacher might wish to assign someone in the class to prepare that letter for the signature of the Secretary of Ecologic Art as an exercise in a particular kind of communication. No matter what the outcome of the confrontation, that request from the Assistant Secretary would have to be dealt with. If this assignment is made, assign discussion of a critique for class meeting _____.

2. The teacher should be alert to the possible need for further reading or films on the part of inexperienced students and be prepared to make suggestions.

3. Make the role-play assignments for Problem 9.

4. Point out to the students that the Self-Analysis and Evaluation forms cease with Problem 8. They should have formed a habit of self-analysis and evaluation by now and go on thinking in this way without the specific reminder of a form to be filled in.

Director's Guide: Chapter V

PROBLEM 9

INITIATION OF A COMPLAINT

A list of twenty-two journals not available from standard microform sources was requisitioned, with specifications, from the DOE Procurement Office. When the material arrived in the library, it was found to be unusable for the generation of hard copy. The invoice disclosed that the material had not been ordered from the vendor recommended by the Library. Permission to return the material because it did not meet specifications was requested from the Procurement Officer and denied. The denial brought the further information that the Procurement Office not only selected its own vendor, but also changed the Library's specifications. A further plea from the Chief of the Technical Services Division has been ignored for two weeks. At this point, the Chief, TSD, reports to the Director, who must now take some action.

Roles: Director, DOE Library Chief, Technical Services Division

Role-play time: 10 minutes

Suggestions for Preparation: Review:

1. Written communication skills.
2. Techniques of persuasive communication.
3. Procurement of Library Materials: An Orientation Aid Prepared for the Federal Library Committee, by Leslie K. Falk. (Washington, D.C.: Federal Library Committee, 1968).

Sources:

Ammer, Dean. "What Management Expects of Purchasing," Purchasing 49 (November 21, 1960), 71-73+.

Boettinger, H.M. "The Art and Craft of Moving Executive Mountains," Business Management 36 (July 1969), 22-25+.

Boyd, Bradford B. "An Analysis of Communication between Departments," Personnel Administration 28 (November--December), 33-38.

Farrell, Paul V. "Changing Patterns in Purchasing Management," Purchasing 56 (January 13, 1964), 70-73.

Feinberg, Mortimer. "The Gentle Art of Executive Persuasion," Dun's Review and Modern Industry 86 (December 1965), 41-47.

Geist, K.R. "What Other Departments Expect of Purchasing," Purchasing 49 (November 21, 1960), 75-76+.

Harger, Howard E. "Three Ways to Send Better," Supervision 26 (July 1964), 4-6.

Khera, Inder P. and Benson, James D. "Communication and Industrial Purchasing Behavior," Journal of Purchasing 6 (May 1970), 5-21.

Pell, Arthur R. "Are You Getting Through?" Purchasing 50(April 24, 1961), 74-76+.

Strauss, George. "Tactics of Lateral Relationship:The Purchasing Agent," Administrative Science Quarterly 7 (September 1962), 161-186.

Zelko, Harold P. "You Can Win Arguments -- Without Arguing," Supervisory Management 7 (November 1962), 38-39.

COMMUNICATION 19

Department of Ecology — memorandum — July 30, 19x5

to: Director, DOE Library
from: Chief, Technical Services Division, Library
subject: Purchase of Microfilm Copies of 22 journals.

Correspondence related to this problem is attached. Notice that the new procurement officer did not accept our endorsement of Norwich Microimages, which submitted the middle bid. Notice also that two weeks have passed since my second memo to him and there has been no reply. We got into this situation because these are all new journals, not yet available from the usual commercial sources for microfilmed journals. All the journals are being indexed here for Ecology Literature Index and are heavily used by our staff and agency personnel. Circulation tells me it is essential that we be able to retain the original journals in the library and circulate reproductions for both current and back volumes.

May I talk with you about our next move?

COMMUNICATION 19: ATTACHMENT 1

Department of Ecology — memorandum — July 9, 19x5

to: DOE Procurement Officer
from: Chief, Technical Services Division
subject: Requisition 5-2291, Microfilm Copies of 22 Journals

Microfilm copies of 22 journals ordered by you from Western Filming Company have arrived in the library and are unsatisfactory. The specifications for this order called for negative microfilm; the company has supplied positive microfilm. May I recall to your attention the fact that the library recommended acceptance of the bid from Norwich Microimages, Inc., instead of that from Western Filming Company because Western could not document its claimed experience with the microfilming of library materials.

Please send me permission to return the material.

COMMUNICATION 19: ATTACHMENT 2

Department of Ecology — memorandum — July 12, 19x5

to: Chief, Technical Services Division, DOE Library
from: Procurement Officer, Procurement Office
subject: Requisition 5-2291, Microfilm Copies of 22 Journals

The order was given to Western Filming Company because it offered the low bid, a 5% saving over the bid of Norwich Microimages. To obtain the savings, the specifications were changed from negative to positive microfilm since both are usable. Economy is essential in the operation of the agency. Permission to return the microfilm copies of 22 journals is not granted.

COMMUNICATION 19: ATTACHMENT 3

memorandum

DEPARTMENT OF ECOLOGY

to: DOE Procurement Officer
from: Chief, Technical Services Division, DOE Library
subject: Requisition 5-2291, Microfilm Copies of 22 Journals
date: July 13, 19x5

Positive and negative microfilm may be equally usable from the standpoint of reading with optimal equipment. However, DOE personnel characteristically request print-outs of significant material to use at their desks along with other materials when they use micro-materials. All of our reader-printers have been purchased on the evidence of this increasing demand.

The library's reader-printers have only negative microfilm. In order to be able to supply our users with print-outs from positive microfilm, we would have to buy new equipment (an expenditure of not less than $1000). Reader-printers for positive microfilm are nowhere near the technical proficiency of the reader-printers for negative microfilm, so there is every reason to believe that even with the finest equipment available we would not be able to give our users service comparable to that which they receive from the reader-printers we already have--which require negative microfilm.

Again, the library requests permission to return the positive microfilm to Western Filming Company.

COMMUNICATION 20

DEPARTMENT OF ECOLOGY

PHONE MESSAGE

To: Chief, TSD, Library
From: Library Director's Secretary
Message: The Boss will see you at 3:15 today about the microfilming problem.

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:

What are the main considerations in a problem of this type? Have you prepared yourself in relation to these considerations?

B. After role-play: Role-players:

Did you stick to the main considerations? Or get involved in side issues? Were you able to communicate the library's point-of-view?

C. After role-play: Observers:

Were the role-players able to stick to the main issue? Were they able to communicate effectively in relation to the main issue? Or do they need help in staying "on the track"?

BRIEFING GUIDE FOR PROBLEM 9

The argument between the Library and the Procurement Office in this problem is on the usability of the product, not on the technicality of the specifications, on authority to choose a bidder, or any other side issue. Actually, if determination of usability of a product were a problem in this agency, it should have been worked out long ago. Therefore, to lend realism to the role-play, assume a newly appointed Procurement Officer who arrived in the agency only a short time before Requisition 5-2291 was submitted. This is the first time the question of who decides on the usability of a product has arisen with this Procurement Officer. It is, therefore, an important test. The term "new procurement officer" in Communication 19 may give the students the clue. If they do not get it, the instructor will have to point out to them that this is a case not only of persuasive communication, but also of educating a new official to work with the library. In case of a question during the assigning of the roles, the teacher should answer honestly and be sure the point is understood.

The first role-play situation, indicated in the abstract of the problem, is a review of facts and a planning session. The teacher should be prepared to move the class into a second role-play situation which should be a confrontation with the Procurement Officer. To that end a role-play card should be prepared and given to a student who will play the Procurement Officer, as follows:

> Problem 9: Initiation of a Complaint
> Role: Procurement Officer
>
> You are relatively new to government service, from industry. Your mandate, from the Assistant Secretary of Administration, is "Economy", and you are going about this as you did in industry. Your attitude is not belligerent, but very, very defensive. You would rather cover up than back up. You even use the tactic of trying to get your opponents off on every side issue you can think up.

In the role-play between the Director and the TSD Chief, the players should come to a decision to visit the Procurement Officer (together or

either one as a beginning) or for one or the other to phone him. This may be the only action suggested, or the first step in a more involved line of action. In either case, the teacher should immediately direct that the next step take place, and introduce the student who has been previously designated as Procurement Officer. The second role-play incident will, therefore, be either a phone conversation or a personal confrontation between two or three players. By this point in the course, both students and teacher have had sufficient role-play experience that this will almost come naturally. The second role-play incident should not be allowed to continue beyond 10 minutes for a phone call or 20 minutes for a visit. If there is no resolution at that point, the teacher should stop the play and direct the students to be very thoughtful in their self-analysis and evaluations.

DEBRIEFING GUIDE FOR PROBLEM 9

Problem 9 calls for a complete discussion of the attitudes displayed by the three principal players as well as their methods of handling the complaint and the confrontation and possible alternative methods. Alternatives to attitudes and modes should be discussed, not alternatives to the technological questions. There is good opportunity in this problem for a role-reversal. That is, if either the TSD Chief or the Director shows irritation or frustration with the Procurement Officer, have them reverse roles and replay the confrontation. A role-player who was aggressive in asserting the library's rights will thus have to become defensive about the agency's budget, causing him to take another look at the situation. There is no formula answer for this kind of situation, but students will doubtless have a variety of ideas that can be discussed or role-played.

FOLLOW-UP AND ASSIGNMENTS FOR PROBLEM 10

1. Problems with procurement in federal libraries occur all the time. The Federal Library Committee, is therefore, very active in this area. The Director could profitably assign a student to contact the Executive Secretary of the Federal Library Committee (Library of Congress, Washington, D.C. 20540) for latest information or publications.

2. Make the role-play assignments for Problem 10.

PROBLEM 10

REFUSAL OF A STAFF MEMBER TO HELP A USER

DOE is preparing information for the use of the U.S. Attorney General in litigation against the Major Metallurgical Company on a charge of despoilage of natural resources. All members of the staff have been assisting in this work, including the interns, as they have been rotating through the divisions.

One day a library user identified himself to John Blalock, intern on duty at the reference desk, as a company lawyer of the Major Metallurgical Company. The lawyer wants copies of the legislative histories of certain ecological laws, and he wants John to search through publications of DOE and its predecessor agencies for material that will show the government's position over a period of years on the point under contention. John gives the lawyer minimum service because of both DOE's interest in the case and his own personal philosophy about ecology. The lawyer complains to the Director of the Library, who then takes action. His first step is to talk with the Chief of the Bibliographic Services Division, under whom John was working at the time of the incident. The Director must then proceed on the basis of this conversation. Sooner or later, someone must talk to John about it.

Roles: Director, DOE Library
Intern John Blalock
Chief, Bibliographic Services Division

Role-play time: 10-15 minutes

Suggestions for Preparation: Review:

1. DOE Library policy
2. Principles of information service.
3. Counseling techniques.

Director's Guide: Chapter V

Sources:

Feinberg, Mortimer R., and Tarrant, John J. "Dealing with Subordinates' Personal Problems," Management Review 59 (June 1970), 52-55.

Krug, Judith F. and Harvey, James A. "Intellectual Freedom: Statement of ALA Intellectual Freedom Committee to Activities Committee on New Directions for ALA," American Libraries 1 (June 1970), 533-535.

Nouri, Clement J. "The Viability of Conformity and Creativity," Personnel Journal 48 (September 1969), 716-721, 731.

Strauss, Paul S. "The Professional Attitude," Personnel Administration 33 (March-April 1970), 33-36.

Van Horne, R.D. "Discipline: Purpose and Effect," Personnel Journal 48 (September 1969), 728-731.

Problem 10

COMMUNICATION 21

MAJOR METALLURGICAL COMPANY
Legal Division

August 3, 19x5

Director, DOE Library
Ecology Building
Washington, D.C.

Dear Sir:

I feel I must report to you an incident that happened to me yesterday as I was attempting to use the DOE Library to gather information needed by me in a company legal matter that is pending.

On that occasion one of your staff members, a Mr. Blalock, refused to assist me. I needed to trace the government's position over a number of years in relation to reforestation of public lands leased to private industry. When I asked Mr. Blalock to search for this information for me, he informed me that I could use the catalogs and stacks myself.

I know that the policy of executive department libraries requires that assistance be given to members of the public who request it. I hope you will clear up this matter and let me know, as soon as possible, when I can obtain the needed help.

Thank you for your attention to this matter.

Sincerely,
Thomas E. Sinclair
Thomas E. Sinclair, Attorney

COMMUNICATION 22

...DOE LIBRARY...PHONE MESSAGE.....

August 7, 19x5, 10:20 am

To: Chief, Bibliographic Services
From: Director, DOE Library

Something has come up that requires our immediate attention. Can you come to my office right away? Please bring the Division public service desk log for August 2.

COMMUNICATION 23

DOE LIBRARY: BIBLIOGRAPHIC SERVICES DIVISION
Public Service Desk Log
AUGUST 2, 19x5

Time	Patron Name and Address	Request	Disposition	User Status	DOE Federal Liaison Outside
8:10	Howard Lewis	Xerox copy of story in yesterday's Times	Filled	DOE	
8:12	Nancy Gibbons	List of journal articles by author of Ecological Future Shock(E.R.Heintz)	Filled	DOE	
8:15	John Threlkel	Who is Walt Goodnow?	Filled	Liaison-Toledo	
8:20	Thomas Sinclair	Two legislative histories	Filled	Outside	
8:40	" (Major Metallurgical Co.)	Information on federal position re reforestation of public lands leased to private industry, as far back as possible.	Filled	Outside	
8:45	Eastern University Lib.	Address of DOE Office in Houston	Filled	Outside	

8:50	SE Regional Ecological Research Co. Dr. Richardson	Name of expert on recycling small glass containers (chemistry equipment needed)	Referred	Outside
9:05	William Huffman	Address for Dr. Everett Reedy	NA-called Smithsonian	DOE

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C:

A. Before role-play:

What is the problem in this situation? Have you prepared yourself to handle the problem?

B. After role-play: Role-players:

Did you perceive the problem correctly? From each point-of-view? Were you able to communicate your own point-of-view?

C. After role-play: Observers:

Did the role-players bring out the various points-of-view? Were they able to communicate the essence of each? Do they need help in perceiving, accepting, and compromising the different points-of-view?

BRIEFING GUIDE FOR PROBLEM 10

The following role card should be given to the student who plays John Blalock:

> Problem 10: Refusal to Help a User
> Role: Intern John Blalock
>
> You understand the library's policy and feel you helped the user. That is why you indicated on the log that the request had been filled. You see no reason why you have to go beyond the letter of library policy to help a company that is polluting the environment. You have very strong feelings on this subject and, when challenged, it becomes a matter between your rights and the company's rights. You have filled the letter of the policy by directing the user to the material. Why do more?

The matter of individual right to dissent, even against administration policy, is of growing importance in federal libraries. The rule of thumb is "Don't embarrass your agency." The question is, at what point is the agency embarrassed? Did John actually fulfill library policy by directing Mr. Sinclair to the finding tools and the stacks? Note that John had filled another request from the same patron. In that instance he actually retrieved the material from the file and gave it to the lawyer. What caused his change of attitude?

If the librarian decides to stand behind John, the reasoning must be very clear because there is a distinct possibility in the tone of the lawyer's letter that he will take the complaint higher if he is not satisfied either by assistance or logic. If the library decides to reprimand John, the reasons will have to be made clear to John. The role-play should begin between the Chief of Bibliographic Services Division and the Librarian. At some point John must be brought into the action. The students may feel they also need to talk with the Assistant Secretary for Administration, or some other agency official, and/or with the lawyer, so additional roles may have to be filled.

DEBRIEFING GUIDE FOR PROBLEM 10

Problem 10 sets the stage for discussion of both the issue of personal rights and agency obligations and the phenomenon of differing perceptions of a situation by participants and observers. The latter consideration lends itself to reverse role-playing and/or substitution of players in one role at a time. Especially if there is a three-way conversation that represents the library's position, the intern's position and the user's position, substitution of one player will show how one person can affect the outcome of a situation.

Alternate behaviors to simply doing the minimum should be discussed. In this case, the intern could easily have said, "Let me call my supervisor who is more experienced with this literature than I am," and have turned over the question he did not want to work on.

FOLLOW-UP AND ASSIGNMENTS FOR PROBLEM 11

1. This is another area in which the Federal Library Committee is concerned and in which it may have up-to-date information. The Director may wish to get in touch with the Executive Secretary, Federal Library Committee (Library of Congress, Washington, D.C. 20540), or assign a student to explore this source of information.

2. There is an excellent article describing an actual protest in the Department of Health, Education, and Welfare in the Washington Monthly. If this relatively new periodical is available, students should be assigned to read it as a case study:

   Peter Gall, "The Culture of Bureaucracy: Mores of Protest," Washington Monthly 2(June 1970), 75-83.

3. The teacher should watch for additional material in the library and public press and "stockpile" it for use as follow-up.

4. Make the role-play assignments for Problem 11.

Director's Guide: Chapter V

PROBLEM 11

TERMINATING A PROBATIONARY EMPLOYEE

Before the end of the internship, the Assistant Secretary for Administration has informed the Library Director that, because of the merger of the OAES Library staff with the DOE Library staff, no additional positions for the Library will be authorized at this time. Unexpectedly, but fortunately for the Library in its dilemma, Mrs. Goodman's husband is transferred and the Library Director is able to find her a job in a liaison agency close to where her husband will be stationed. The Director then tried, and succeeded, in justifying another position on the basis of additional workload because of OAES staff exposure to the DOE Library services. This position is half-time for Bibliographic Services, where public services have felt the strain, and half-time Documentation Services, where foreign languages are badly needed. Either Joan Blalock or Mrs. Moore must be chosen. The one not chosen must be terminated.

Roles:	Director, DOE Library	Chief, Bibliographic Services Division
	Chief, Documentation Services Division	One intern

Role-play time:
In this role-play, the two steps of (1) conference with supervisors and (2) interview with employee to be terminated must be carried out in sequence. First role-play time: 20 minutes; second role-play time: 10 minutes.

Suggestions for Preparation: Review:

1. Employee rights.
2. Interview techniques.
3. Termination paperwork requirements.

Sources:

Fortune. The Executive Life. Garden City, N.Y.: Doubleday and Company, 1956. Chapter 11, "How to Fire Executives:" Chapter 12, "How to Retire Executives."

Lefkowitz, Joel and Katz, Myron L. "Validity of Exit Interviews," Personnel Psychology 22 (Winter 1969), 445-455.

Leonard, John W. "Guidelines for Off-the-Job Discipline and Discharge," Personnel Administration 32 (November - December 1969), 39-43.

Malouf, A.G. and Lee, W.T. "The Positive Approach to Firing," Administrative Management 25 (July 1964), 12.

Trueman, Allen K. "Cut Turnover with Exit Interviews," Administrative Management 25 (May 1964), 12-14.

COMMUNICATION 24

memorandum September 4, 19x5

DEPARTMENT OF ECOLOGY

to: Chief, Bibliographic Services Division
Chief, Documentation Services Division
from: Director, Library
subject: Filling new position.

My conferences with the Assistant Secretary for Administration and our Personnel Officer have worked out well. One additional position has been authorized for the library, to be filled by one of our interns, either John Blalock or Helen Moore. Please come to my office on September 10 at 2 p.m. with your recommendation. Remember that whichever intern is not chosen for this position must be terminated. Bring along your evaluations of the interns for our use in making the decision and in justifying it.

Director's Guide: Chapter V

SELF-ANALYSIS AND EVALUATION

Directions: Answer A, and B or C.

A. Before role-play:

Have you reviewed the paperwork requirements of termination? Have you considered the intern's position and prepared to assist him in making the necessary adjustment to termination?

B. After role-play: Role-players:

Were you able to empathize with the intern? Were you able to communicate your feelings of concern for him?

C. After role-play: Observers:

Was the Director able to communicate feelings of concern for the intern? Did he offer specific, practical help to the intern? Did he follow-up on all paperwork requirements?

BRIEFING GUIDE FOR PROBLEM 11

Notice that each Chief must supply evaluations of John Blalock and Helen Moore. If the class agreed on a performance evaluation form in an earlier problem, that form should be used. Otherwise, each Chief may present the evaluation as he chooses. The records should be reproduced for the class as Communication 24 (John Blalock) and Communication 25 (Helen Moore), and distributed and read before the role-play begins.

DEBRIEFING GUIDE FOR PROBLEM 11

Again, there are two distinct aspects of the termination of an employee which must be included in the role-play. First is the liaison with the agency Personnel Office and the required paperwork. Second is consideration of the employee in the interview and in helping him adjust. The Library Director must be knowledgeable, and he must communicate empathy.

FOLLOW-UP AND ASSIGNMENTS FOR PROBLEM 12

1. There is a good possibility here for paperwork follow-up. This might be in the form of a letter of justification to the Personnel Office, a letter for the file of the intern to be terminated, a letter of inquiry about jobs for the intern to be terminated (to go to other federal agencies or to the Director's friends), and a letter of recommendation for the intern to be terminated. Each of these would present a problem of communication.

2. It might be assumed that a job could be found for the intern to be terminated in another federal library. In this case, the paperwork attendant on a transfer could be carried out.

3. Make the role assignments for Problem 12.

PROBLEM 12

ALLOCATION OF NEW EQUIPMENT

The inventory and appraisal of equipment in the OAES Library prior to the merger showed that one typewriter was not worth moving. Funds are included in the DOE Library budget (and not yet spent) for one electric typewriter. Inasmuch as the Director is being pushed, he must now decide who is to get the new typewriter.

Roles:
This is a class exercise in which each member of the class simultaneously plays the role of Director, studies the documentation and makes a decision. Each Director must decide how he is going to let the people affected know of the decision, and he must prepare the communications.

Role-play time:
15 minutes

Suggestions for Preparation:
This problem calls for the subtle application of techniques of planning and inter-personal relationships already studied rather than additional preparation. If review is needed, appropriate readings should be self-selected from those suggested in the Professional Bookshelf (Federal Library Model, Document J) or in the Sources of earlier problems.

COMMUNICATION 27

memorandum.....October 15, 19x5

to: Director, DOE Library
from: Specialist in Aerial Survey Cartography*, Library
subject: Typewriter

It was my understanding that the five-year-old typewriter I had used in the former OAES Library was to be discarded because of its condition, and that I would receive a new typewriter when I became part of the DOE Library staff. It has not worked out that way, however. My old typewriter was moved and assigned to me here. It is unsuitable for use in typing entries for direct reproduction in bibliographies -- part of my present responsibility -- and I am forced to scrounge some other typewriter when I am ready to type. This is doing nothing to improve the inhospitable situation in which I find myself here in DOE.

My I request your immediate attention to this problem?

(*Note: Former Head, OAES Library)

COMMUNICATION 28

Department of Ecology memorandum June 15, 19x5

to: Director, DOE Library
from: Chief, Circulation Services Division
subject: Inventory of Typewriters

Attached is my inventory and appraisal of typewriters in the combined DOE and OAES Libraries as of this date, per your request of June 1.

Attachment

COMMUNICATION 28: ATTACHMENT

INVENTORY AND APPRAISAL OF TYPEWRITERS

Inventory Number	Make, Type and Year	Presently Assigned to:	Condition
I. Director's Office			
06594	Remington Standard 19x1	Library Director	Poor
10583	IBM Electric 19x4	Secretary	Good
II. Bibliographic Services Division			
06583	IBM Electric 19x1	Chief, BSD	Fair
08921	SCM Electric 19x2	Subject Specialist	Good
08922	Royal Standard 19x2	Subject Specialist	Fair
06586	Remington Standard 19x1	ILL Technician and Workroom	Fair
09436	Royal Standard 19x3	Clerk/Typist	Fair
	N.B. Clerk/Typist has been promised next electric.		
III. Documentation Services Division			
09444	IBM Electric 19x3	Chief, DSD	Excellent
08941	SCM Electric 19x2	Abstractor/Indexer	Good
06587	Royal Standard 19x1	Technician	Good
IV. Circulation Services Division			
06589	SCM Electric 19x1	Chief, DSD	Good
V. Acquisition Services Division			
09446	SCM Electric 19x3	Chief, ASD	Excellent
06590	Remington Standard 19x1	Technician	Fair
10582	SCM Electric 19x4	Clerk/Typist	Excellent

VI. OAES Library

S-3197	Underwood Standard 19x1	Library Director	N.G. Must be discarded
S-6891	Remington Standard 19x3	Subject Specialist	Good
S-5423	Underwood Standard 19x2	Technician	Good

SELF-ANALYSIS AND EVALUATION

A. Before role-play:

Am I prepared to resolve this problem in a way that will improve both staff efficiency and staff morale?

B. After role-play:

What was my chief concern in dealing with this problem? Were my priorities in the right order? Did I attain one objective at the expense of another, or was I able to resolve all aspects of the problem? Did I remember all the personal considerations in the situation and take care of each?

Director's Guide: Chapter V

BRIEFING GUIDE FOR PROBLEM 12

Very little briefing is required. Since the students have read the problem, they are presumably ready to proceed with the paperwork. The Director simply starts them off and calls time.

DEBRIEFING GUIDE FOR PROBLEM 12

The ingenuity of the solution and consideration for all affected personnel are the crucial points here. When there has been simultaneous role-playing, students enjoy -- and testify to profit from -- interchange of out-basket ideas. The out-basket items can be read aloud, or circulated around the discussion group for private reading, then discussed. Be sure that all alternatives are evaluated in the discussion.

FOLLOW-UP

1. Students are sometimes distressed because not all of the problems of the DOE Library are resolved during the simulation study. The Director should take one last opportunity to point out that this has been a sampling of problems for the purpose of gaining experience in certain types of administrative behavior. The purpose was not to solve these problems, but, by practice with these problems, to get into the habit of considering alternative solutions and of evaluating one's own behavior.

2. If the Director has planned to give a final sit-down examination for the course, he should give the students a short break and then proceed with the examination. As suggested earlier, this examination might take the form of a standard substantive exam, or it might be an in-basket exam with items chosen from Appendix C.

B. SUGGESTED ALTERNATIVES

The foregoing Guide to Problems with its tailored problems and its precise instructions for briefing, debriefing and follow-up may seem overly rigid to many teachers considering the use of simulation. The exact nature of the material might imply that complete conformity is expected. On the contrary, the Governmental Library Simulation is presented in this precise way because there is no other material of this nature extant in library science literature at the present time, and because very few library science teachers have had any exposure to; much less, experience with; the methodology. The Governmental Library Simulation is,therefore, not only a model set of materials, but a course of instruction for the simulation director at the same time.

It is hoped that imaginative teachers will create additional materials in the simulation mode for use with, or in place of, those suggested. Specific classes have specific needs. If the teacher, in presenting the course objectives inherent in this course in the administration of federal special libraries, will encourage students to express their own objectives in enrolling for the course, then the teacher will be able to adjust the material through omissions and additions to meet the needs of the immediate class. This section on Suggested Alternatives will outline some of the directions that adjustment might take.

Design of the simulation began with the purpose of including experiential materials relating to four aspects of administration: staff management, coordination, planning, and communication. Each of the first three aspects is the focus of attention in two or more problems. Communication is an important component of each problem. Any one of these aspects might be extended through additional problems.

Staff Management Problems

The matter of integration of the OAES staff into the DOE staff is touched on, not fully explored, in the Governmental Library Simulation. Problems 1 and 2 call for a formal consideration in terms of staff assignments; Problem 12 hints at difficulties in personal relationships. Either area might be enlarged upon in additional problems. The matter of personal territorial relationships, space-wise and task-wise, opens up a wide area for explorati . Neither was the matter of staff/intern relationships fully explored. The range is, obviously, from the professionally significant to the personally petty. Problems occur in libraries at all points on the

range, and material suggestive of situations suitable for simulation can be found easily.

Coordination Problems

There are two areas built into the Governmental Library Simulation which might be extended in the name of studying problems of coordination. The first of these is the contracting of some of the library's technical services. Federal libraries were among the first to contract for services of this nature, and no thorough study of their experience has been made. It appears, even on the surface, that there are differences between the tasks of supervising employees and of coordinating contracts. These differences could be explored to the profit of the students.

Secondly, although the DOE Library is part of an Office of Scientific Communications in the Federal Library Model (Document C-2), no problems in the Governmental Library Simulation stem from this relationship. In point of fact, many federal libraries are components of some analagous unit and problems do exit. For example, the Publications Center is organizationally the Library's equal. Presumably, it is responsible for the agency's publications, yet the Library is operating a fairly extensive publications program of its own. There may well be historic and other reasons for this. Nevertheless, the potential for overlap in responsibility, the need for justification in budgeting, the competition for personnel, and the existence of human desires in the direction of empire building all suggest problems worthy of simulation study. The existence of the third unit of the Office of Scientific Communication, the National Ecological Data Center, raises other questions about overlap, capability and departmental relationships. These are real questions, already raised in some federal agencies, looming in others. All suggest situations suitable for inclusion in this course.

Planning Problems

One informed observer of the federal library scene, and a preliminary critic of the Governmental Library Simulation, has said:

> As I review the typical problems studied in special libraries courses, they seem to be concerned primarily with the housekeeping functions of management and too little with the planning functions. In the present instance, even though the DOE and its library have been established for five years, I think it is unrealistic to assume that program planning has developed an optimum program for library service in a field as dynamic as ecology.

> Even if this should be true, the students need the experience of developing a viable library program and relating it to the needs of a Department. They also need to play the game of defending and selling such a program to everyone concerned: Top Management, Bureau Chiefs, Professional Staff and Library Staff.
>
> One of the greatest deficiencies in federal librarianship lies in this field. Libraries in the federal government are in great danger of being stripped of their real professional services and reduced to archives and storage warehouses because librarians have not been taught how to develop and administer programs that are so advanced and so useful in achieving departmental goals that they become not only essential, but also sources of pride in their departments. The methodologies and techniques necessary to operate this management function must be learned and can be taught in library schools, but I fear they have not been.

The criticism is valid. Though there is potential for sophisticated planning in Problems 1, 2, 4, and 5, attainment of the desired level of sophistication is not a sine qua non of the completion of the problems. In the author's experience, the mix of experienced and inexperienced students in a given class determines the level of sophistication exhibited in carrying out the role-play and the paperwork of problems related to planning. In preparing the Governmental Library Simulation it has been assumed that the students will have had some prior experience in introductory administrative positions. However, it is safer to assume that that experience involved them in housekeeping functions than that it involved them in planning with top management. The design of the Governmental Library Simulation has been planned, therefore, to introduce them to high level planning rather than to require them to display sophisticated planning ability. Further, it has been found in the classroom that, while there may be one or two in any given class who might be able to participate in high-level planning, it is virtually impossible to find students to play the roles of hard-nosed top management, middle management and professional staff. Thus the criticism necessary for realism in the role-play situations is unavailable unless the simulation director wishes to take it on himself. The teacher is accustomed to being critic, but the difficulties of the responsibility take on a new dimension when the teacher is also the chief observer.

Nevertheless, the teacher of any given class should assess that class and, if at all possible, either within the suggested problems or by adding or

substituting problems, push the students to new learning in this important area. One way to do this might be initiated by a memorandum from the Librarian to the Assistant Secretary for Administration calling attention to the fact that the proposed merger of the two libraries provides an opportunity, in fact an obligation, to review and revise the objectives and the program of the DOE Library in relation to the objectives and program of the Department (which has also, perforce, experienced a merger). The Librarian should offer to head a task force for this purpose, and should ask for the asssitance of one of the brightest management analysts in the agency and of handpicked representatives from various bureaus. From that beginning, either singly or in groups, the students could explore the outer limits of administrative planning.

Another way to achieve the objective of providing experience in planning might be to assume that an outside consultant has performed a study of agency staff information needs and preferences for service. Actual charts, tables and recommendations resulting from the hypothetical study should be presented to the students for the formulation of plans and for experience in the job of selling the plans to management. The teacher can resort to the literature of numerous library surveys for ideas for such documentation. In the author's experience, it doesn't make a great deal of difference what the exact figures reported are: the simulation experience derives from being faced with some kind of results from some kind of survey and having to do something about it. This situation also offers an opportunity to design a better survey, if that is the direction either teacher or class wishes to go.

Internal Consistency of Added Problems

Obviously, additional problems should be designed within the framework of the Federal Library Model, and whatever has transpired in the life of the DOE Library up to the point in time of the introduction of the new problem. For example, if the class has passed the point in time when one intern was added to the staff, then an additional staff member must be considered in subsequent problems.

The documents which give logical parameters to the Governmental Library Simulation are presented in the Federal Library Model, especially in the organizational charts. One other document, not presented, but important in problem design, is the calendar for the period covered. It did not seem necessary to supply this calendar to the students, but it will be needed by the teacher if he decides to prepare additional documents. It is, therefore, presented, as follows:

CALENDAR 19x5

July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

The Final Word

The final word turns out to be three words:

1. Remember the Special Purpose Communications in Appendix C. Several of them can be used as the basis for additional problems. Explore.

2. Don't be afraid to try your hand at designing problems and creating documents. Experiment.

3. The designer of the Governmental Library Simulation has a continuing interest in all forms of simulation study and in receiving feedback about the experiences of others with this teaching mode. Communicate.

APPENDICES

Director's Guide

Appendix A and Appendix B were planned to be used as part of the student's orientation to simulation study.

Appendix A is a pre-test on written communication ability. It is intended as a self-test, but it can be teacher-graded, or it can be used as the basis of class discussion and comparison of the responses of all class members. Following the documents in the pre-test, there is a "Checklist for Effective Writing", for use with the pre-test. This checklist can also be used in the evaluation (by teacher or by class) of the documents generated by class members during the Governmental Library Simulation.

Appendix B is a sample in-basket exercise to be used by students as part of their preparation for simulation study, or as part of the class orientation, at the teacher's option.

APPENDIX A

PRE-TEST ON WRITTEN COMMUNICATION ABILITY

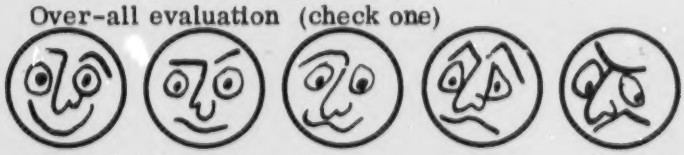
Objective: To evaluate yourself on your written communication ability.

Directions: Read Communications A, B, C, D and E. Now write a response to each communication. Your response may be in the form of a memo or a letter. Head each response a appropriately and write the message. (You may use scrap paper to draft your responses.) Now turn to page 128. and use the "Checklist for Effective Writing" to evaluate each communication. Record your evaluations below.

Evaluations:

A.
1. Yes ____ No ____
2. Yes ____ No ____
3. Yes ____ No ____
4. Yes ____ No ____
5. Yes ____ No ____

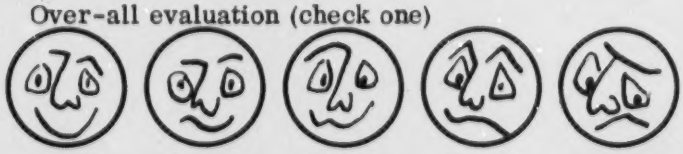
Over-all evaluation (check one)



____ ____ ____ ____ ____

B.
1. Yes ____ No ____
2. Yes ____ No ____
3. Yes ____ No ____
4. Yes ____ No ____
5. Yes ____ No ____

Over-all evaluation (check one)



____ ____ ____ ____ ____

Evaluations continued:

C.
1. Yes ____ No ____
2. Yes ____ No ____
3. Yes ____ No ____
4. Yes ____ No ____
5. Yes ____ No ____

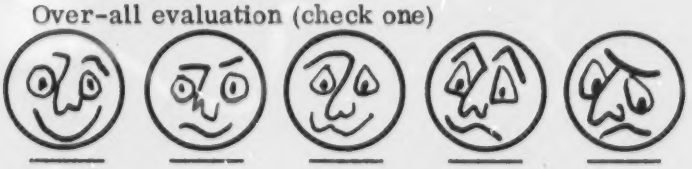
Over-all evaluation (check one)

D.
1. Yes ____ No ____
2. Yes ____ No ____
3. Yes ____ No ____
4. Yes ____ No ____
5. Yes ____ No ____

Over-all evaluation (check one)

E.
1. Yes ____ No ____
2. Yes ____ No ____
3. Yes ____ No ____
4. Yes ____ No ____
5. Yes ____ No ____

Over-all evaluation (check one)



Ask Yourself: Did I meet the criteria for this test? Yes ____ No ____

Criteria:

Four of the five communications should rate "Fully Satisfactory" or "A Good Try". If only two or three communications rated this high, you should review the art of

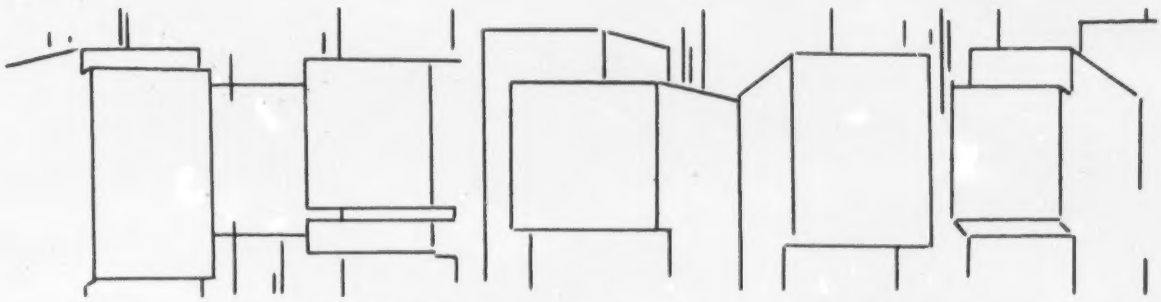
written communication formally. You may ask the teacher to help you plan your formal review. If none or only one of your communications rated "Fully Satisfactory" or "A Good Try", arrange an interview with your teacher immediately. Perhaps you should defer this course until you have obtained intensive instruction in the art of written communication.

If I did not meet the criteria for this test, what do I need to do about it?

Do I know where to get review information? Yes ____ No ____
If not, see page 11, Participant's Resource-Log.

Director's Guide

COMMUNICATION A



memorandum

to: Head Librarian
from: Deputy Finance Officer, Finance Office
re: United Fund Drive

Please send me the name of a responsible member of your staff to serve on the United Fund Drive Committee for the Bureau. State individual's qualifications with emphasis on special capabilities useful in the forthcoming drive.

COMMUNICATION B

BUREAU OF COMMUNITY IMPROVEMENT: RESEARCH OFFICE

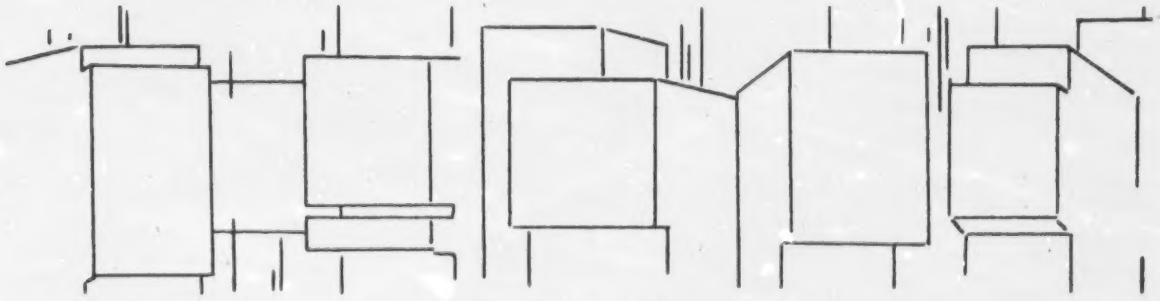
memorandum

to: Head Librarian
from: Agnes Morrison
re: Library hours

As a new researcher with the Bureau, I am spending quite a bit of overtime in the office trying to learn the ropes as quickly as possible. I have not needed to use the library as yet, but I foresee that I soon will. What are the hours the library is open? And how can I have access to it after the regular workday.

(Note: You have a pamphlet that tells hours, services, etc., that you can send if you wish. The rule is: nobody gets in after 5 p.m.)

COMMUNICATION C



memorandum

to: Head Librarian
from: Administrative Assistant to the Chief, Personnel Office
re: Meeting on revision of the dress code for non-exempt personnel

---

The Chief wants to be certain that you can attend the meeting scheduled for Wednesday at 2 p. m. because so many of your employees are in the non-exempt category. How about it?

(Note: At 2 p. m. on Wednesday you have an appointment with Sam McDonald, a representative from a microfilm equipment company for a demonstration of some equipment you are considering for purchase.)

Director's Guide

COMMUNICATION D

821 Juniper Street
Lansing, Michigan
September 10, 19x5

Head Librarian
Bureau of Community Improvement
P.O. Box 22935
Washington, D.C.

Dear Sir:

Thank you for notification of my appointment as an intern in your library beginning October 1, 19x5.

As I understand the terms of the appointment, I will be expected to work twenty hours per week for one year on rotating assignment throughout the library under your direction. During this time I am permitted to take course work toward the master's degree in library science at nearby Pumpkin Junction University. At the end of the year, I will be considered for permanent appointment to the Bureau library staff.

The Department of Library Science at PJU has informed me that, if I am working twenty hours per week, I will be permitted to register for only half the usual academic load, and it will take me two years to complete my degree. Obviously, it is to my financial advantage to work less, carry a full academic load, and complete my degree in one year. This letter is to notify you, therefore, that I accept the internship appointment, but will work in the Bureau library only ten hours per week.

Looking forward to seeing you October 1.

Sincerely,

Arthur B. Tallman

Arthur B. Tallman

(Note: You are authorized for twenty hour per week interns only, and all plans have been made for a group of six interns on that basis. It is too late to revise plans. It is also too late, in all probability, to get another applicant screened and appointed by the beginning date. You need all six interns to carry out the plan, and for future jobs in the library.)

COMMUNICATION E

memorandum

to: Head Librarian, Bureau of Community Improvement
from: Chief, BCI
subject: Attached letter.

Please draft a reply for my signature.

Boss — this was hand delivered at 9:10 A.M. today. Margie

COMMUNICATION E: ATTACHMENT

CIMC

Commission on Interagency Mission Coordination
Northwood Office Bldg. A273 · Bethesda, Maryland

Chief, Bureau of Community Improvement 9/14/19x5
P.O. Box 22935
Washington, D.C.

Dear Sir:

It is my understanding that federal libraries are required to cooperate with each other. However, the library of the Bureau of Community Improvement has been harassing the Commission Library and me personally for the past three weeks. They want me to return a book obtained from them on interlibrary loan. I am using this book in Commission work, and I cannot do without it.

It is just such instances of non-cooperation among agencies whose missions are complementary that the Commission is seeking to identify in order to eliminate waste in the federal complex.

Sincerely,
George Foster
George Foster, Commissioner

CHECKLIST FOR EFFECTIVE WRITING*

Directions: Read the checklist, then read the communication to be evaluated. Reread the checklist, marking each item "Yes" or "No".

	Y	N
1. Is the communication complete?	[ ]	[ ]

Ask yourself: What does the recipient already know about this subject? What does he need to know? What problems will he encounter in following up on this communication? Where can he go for further information?

Now check for:
- Names
- Dates
- Places
- Backgrounds
- Purpose
- Source for further information

2. Is the communication concise?	[ ]	[ ]

Ask yourself: What are the essentials of the message from the recipient's point-of-view? Does the communication state the essentials once? Are unessential words and phrases avoided?

Now check for:
- Redundancy
- Long-windedness
- Padding
- Beating around the bush

3. Is the communication clear?	[ ]	[ ]

Ask yourself: What kind of language will the recipient understand best--casual, technical, professional jargon,

*Based, in part, on: U.S. Department of Health, Education, and Welfare, Getting Your Ideas Across through Writing (Washington: Government Printing Office, 1950), 4-14.

Y N

legal, or some other? Are simple, direct words preferred to unusual or vague ones? Is the sentence and paragraph structure easy to follow? Is information presented logically?

Then check for: Appropriate language
Simplicity of structure
Logical presentation

4. Is the communication correct? [ ][ ]

Ask yourself: Will the recipient actually get information that is factually correct, in accordance with policy from this communication? Are all aspects of presentation of the communication correct?

Then check for: Facts
Figures
Names
Grammar
Spelling
Form

5. Is the communication appropriate in tone? [ ][ ]

Ask yourself: Will the recipient have friendly, cooperative feelings toward you as a result of this communication, or will he be antagonistic, insulted, or turned off?

Then check for: Stilted phrases
Legalistic tone
Indifference or antagonism
Governmentese

On the basis of your "Yes" and "No" checks give yourself an over-all rating on the communication you are judging:

Fully Satisfactory	A Good Try	Passable	Needs a Patch Job	Toss in File 13

APPENDIX B

TRIAL IN-BASKET EXERCISE

Objective: To familiarize you with the in-basket technique.

Directions: You are the Head Librarian of the Bureau of Community Improvement, an agency of the U.S. Government. You have been attending a meeting in another agency, and you have just returned to your office. You have a luncheon engagement at 12:30 with a professional friend and a staff meeting with your Bureau Chief and other management personnel at 2 p.m. Your secretary, Marge, has placed the following items on your desk. Today is September 15, 19x5. It is 10 a.m.

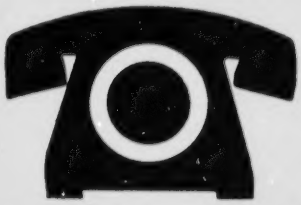
Read Communications A, B, C, D, and E. Rearrange them in the order in which you will act on them. List, below, your order of priority by placing the communication identification letters beside the numbers.

1. ____
2. ____
3. ____
4. ____
5. ____

Take each communication in the order in which you have listed it and write your response on a separate piece of paper. If your response will be a phone call, head it "Phone Call" and write the message. If your response will be action, head the paper "Action" and write what you would do. If your response will be a memo or a letter, head the paper "Memo" or "Letter" and write the message in appropriate form. Prepare a response for each communication.

Director's Guide

COMMUNICATION F



Message: Gail Burrows, President of the Washington Chaper, SLA, called to say that the Chapter Education Committee has three nominees for scholarships. They all sound promising. Please bring a Treasurer's statement with you to the meeting. Maybe aid can be squeezed out for more than one student. John has to catch a plane at 6 o'clock, so the meeting has been moved up to 3 p.m. at his office.

COMMUNICATION G

BUREAU OF COMMUNITY IMPROVEMENT

memorandum

Fiscal Directive No. 7201
Finance Office
September 13, 19x5

to: All supervisors with authorization to expend BCI funds
from: Bureau Finance Office
subject: Cessation of Expenditures

There will be no further expenditures of Bureau funds until notice to resume.

The Department reorganization now in process has resulted in a situation in which there are two accounting offices, each claiming jurisdiction over BCI. Until the matter can be resolved, no one knows for certain what constitutes the legal handling for invoices. Do not authorize any expenditures after September 15, 19x5.

If there are emergency problems, contact my office.

Appendix B

COMMUNICATION H

to: Head Librarian — September 15
from: Your neighbor, Randy Wright — 9:40 a.m.

Your pedigreed dog has been struck by a hit-and-run driver. The dog seems to be in serious condition.

COMMUNICATION J

BUREAU OF COMMUNITY IMPROVEMENT
LIBRARY

memorandum

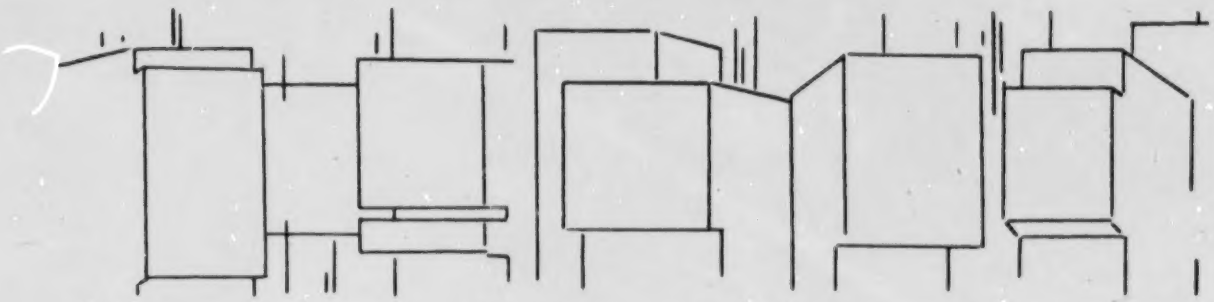
to: Head Librarian
from: Public Services Librarian
date: September 15, 19x5

subject: HELP!!!

For the past two weeks a group of new employees has been using the reading room as a social club. These five or six men have been hired for the recently authorized Low-Cost Mortgage Office; but, with no program funds available to the Office as yet, they have nothing to do. They read current periodicals, talk and joke with each other, thereby inconveniencing other library users. I've tried all the approaches I can think of. They are always courteous and cooperative, but as soon as I'm out of sight, they "forget". They are, of course, legitimate library users, but ----------what to do?

Director's Guide

COMMUNICATION K



Bureau of Community Improvement

memorandum

to: Head Librarian
from: Assistant Secretary for Administration
re: Proposed change of rules for use of copying machines

The present rule that only "authorized" personnel may use the copying machines -- with its fuzzy definition of who is to be authorized -- has caused considerable trouble. I am, therefore, considering the possibility of removing the requirement for authorization. Such a directive would make all employees eligible to use the copying machine on their own responsibility. This action would relieve the department of responsibility in relation to copying and would relieve us of the present policing activity. Would such a change in rules have any adverse implications for the Library?

APPENDIX C

Appendix C consists of thirteen special purpose communications coordinated with the Federal Library Model and relating to the work of the model library. These may be used singly or in any combination, at the simulation director's option, as weekly assignments, as midterm test, or as final examination.

Director's Guide

COMMUNICATION L

Department of Ecology Phone Call

To: Director, DOE Library Date:
From: Assistant Secretary for Administration Time: 10:20 a.m.

"I am concerned about the obvious resistance of OAES Library personnel to the pending merger of that Library into the DOE Library. Also, the Personnel Office tells me they have had indications of anxiety on the part of some DOE Library staff members. Inquiries about transfers, letter people out--that sort of thing. I think it would be a good idea for you to give special attention to this problem. When you've had time to think about it a bit, I'd be interested in knowing what your specific plans are."

COMMUNICATION M

Department of Ecology

memorandum

to: Director, DOE Library

from: Head, Garden Club Bureau
Division of Ecologic Art

date:

Can you do something to improve the quality of the photocopies you've been sending out? I know photos don't reproduce well, but we should get readable copy from a magazine. I don't feel my office should be billed for such poor quality prints as I received this morning (Sample enclosed). I'd appreciate talking to you about this, because I have an idea for a project that will entail large amounts of copying, but it won't succeed with poor quality prints. My vacation starts tomorrow, and I'd like to get this settled before I leave.

Enclosure (Note: Not supplied with GLS)

COMMUNICATION N

SENATE

of the

UNITED STATES OF AMERICA

Date:

Director, DOE Library
Ecology Building
Washington, D.C.

Dear Sir:

The library tour that you arranged for my Committee on Efficient Government Procedures was much appreciated by all committeemen. Your own utilization of personnel and procedural efficiencies in producing ecological bibliographic services are impressive. My congratulations and thanks.

I neglected to mention to you during our visit that one of my constituents, John Sutton, now residing temporarily in the States, is planning to relocate if he can find congenial employment. I have suggested that he get in touch with you, and I would appreciate it if you would give him every consideration.

With all best wishes,

Sincerely,

Norman Buey
U.S. Senator, Samoa

Director's Guide

COMMUNICATION O

Department of Ecology memorandum Date:_____

to: Director, DOE Library
from: Legal Counsel, Bureau of Legal Counsel

Please have on my desk a copy of Britain's Alkali Act before you leave this evening.

Boss—I asked circ. for this + they say it's missing. Marge

COMMUNICATION P

Department of Ecology

memorandum

to: Director, DOE Library

from: Assistant Secretary for Administration

subject: Meeting with Senator Felter

date:

Senator Sloane Felter, Chairman, and his Committee on Sea Weed Food will be visiting the Assistant Secretary for Ecosystems tomorrow. Please sit in on the meeting and be prepared to discuss how the library can act as a consultant to the Committee. The meeting is scheduled for 2:30 p.m.

Boss: You are scheduled to attend a meeting of your Federal Library Committee task force all afternoon tomorrow.

Marge

Appendix C

COMMUNICATION Q

Department of Ecology memorandum Date: _____

to: Director, DOE Library
from: Head, Garden Club Bureau, Division of Ecologic Art
subject: Cooperation in Bureau Activity

A week from next Thursday, _____, the Bureau is sponsoring an orchid show for DOE staff orchid growers. The number of entries already exceeds the exhibit space available to us in the Bureau. The only space large enough is the library. I would appreciate your cooperation in this important activity.

COMMUNICATION R

Department of Ecology

memorandum

to: Director, DOE Library

from: Head, Office of Personnel Services

subject: Library Assistance for Upward Bound Employees

date: _____

A committee of employees, representing those at GS levels 5 and below, has presented a petition asking more help from the Department in career development for themselves and others. One specific request is for more "self-help" material in the Library for them to use at lunch and break times as well as for home use.

What do you think you might be able to do about this? They are not going to be satisfied with vague promises, so I'd like to see some rather specific plans from you at your earliest convenience.

COMMUNICATION S

Department of Ecology

memorandum

to: Director, DOE Library

from: Director, Office of Management Research

subject: Release of Portuguese speaking staff member(s)

date:

DOE is expecting a five-week visit from an official of the government of Brazil who will study the administration of our department. According to personnel records two of your staff members are among the agency personnel who speak Portuguese -- your Chief of Documentation Services and your Ready Reference Librarian. Please assign one or both of these persons to work full-time with the official as translator during his visit. Submit the name(s) immediately to this office so we can notify the State Department and the Brazilian Embassy.

COMMUNICATION T

Department of Ecology memorandum date:

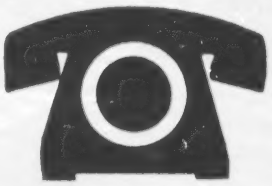
to: Director, DOE Library
from: Head, Security Office
subject: Security Regulation S-209

Because of a recent change in fire laws, no room is to be locked at any time. There will be no exceptions. Valuable documents and materials are to be stored in the DOE security vault. Each division will be assigned a space consistent with its needs. Please inform me, in writing, of your space needs in cubic feet by _____.*

*Note to Instructor: Allow about a week from the date of the memo for this deadline.

COMMUNICATION U

Department of Ecology



date:
time: 11:05 a.m.

to: Director, DOE Library
from: Personnel Officer

"I have a group of valuable books on personnel management that need to be kept in the library. I've cataloged them with my own scheme and want you to place them in a special area. Also, I want a complete record of which books are checked out and by whom. You can let me know any time when you're ready to have them moved from my office.

COMMUNICATION V

Department of Ecology

memorandum

to: Director , DOE Library

from: Assistant Secretary for Administration

subject: Implementation of Recommendations of Budgetary Decrease Study

date:

Attached is an extract from the Recommendations of the Budgetary Decrease Study. Please comment on Recommendation 3, which will save the Department $x000 annually. If this move does not seem feasible, please suggest one of equal savings by Monday.

Attachment:

Director's Guide

COMMUNICATION V: ATTACHMENT

FINAL REPORT ON BUDGETARY DECREASE STUDY
SUMMARY PAGE

The following recommendations should cut the DOE budget for 19x6 to the required 95% of the 19x5 level:

1. Delete position of Assistant Director of Management Analysis.
2. Use all white onionskin instead of colored.
3. Combine Literature Search and Ready Reference positions in library.
4. Restrict football pool collecting to coffee breaks.
5. Restrict travel to top five GS level positions.

COMMUNICATION W

Department of Ecology

memorandum

to: Director, DOE Library

from: Director, Publications Center

subject: Ecology Yearbook

date: _____

Space has been reserved for you in the new DOE annual, Ecology Yearbook, which is to be published in June 19x6. Please send me a rough draft of information about the library for inclusion. As it must be read by two reviewers, and we are already late, this should be received in five days.

APPENDIX D

Film List

Films listed and annotated in Appendix D may be used at the discretion of the director. Appendix D does not represent an exhaustive survey of films available, however, and he should not necessarily restrict his selection to those listed.

Film List

Changing Attitudes Through Communication
(Berlo Effective Communication Series, 4)

BNA Films
Bureau of National Affairs, Inc.
5615 Fishers Lane
Rockville, Maryland 20852

$275 . rent $45 per week . preview $15 . 23 minutes . color . sound . 16 mm. . 1965

Understanding the resistance and tension caused by the introduction of change will help management to create a better climate for new policies when change becomes necessary.

Dynamics of Leadership, a series including:

- Anatomy of a Group
- Diagnosing Group Operation
- Individual Motivation and Behavior
- Roadblocks to Communication
- Sharing the Leadership

Indiana University
A/V Center
Bloomington, Indiana

Each film: $125 . rent $5.40 . 30 minutes . black/white . sound . 16 mm. . 1963

"Designed as a community training program for more effective group action, each of the five programs features group drama presented by a set of experienced adults, interspersed with the commentary of Dr. Malcolm Knowles of Boston University. Searching questions are asked of the participants, revealing the often-hidden reasons for their actions and leading the way to constructive reappraisal of their values and goals. Within this framework the emphasis, rather than on leadership imposed from outside the group is upon leadership as it emerges from within." (Quoted from Indiana University Audio-Visual Center, Film Sales Catalog, 1969.)

Appendix D

Exit Interview
(Pan American Supervisory Case Series)

Pan American World Airways
200 Park Avenue
New York, New York 10017

4 minutes . black/white . sound . 16 mm. . 1964

Discusses the importance of the interview with employees who are terminating their relationship with the organization.

A Good Beginning
(Modern Management Series, 4)

BNA

$125 . rent $25 . preview $5 . 10 minutes . color . sound . 16 mm. . 1963

Compares right and wrong way to induct and train new employees.

Hope Electronics Company

Harvard Business School
Soldiers Field
Boston, Massachusetts 02163

10 minutes . black/white . sound . 16 mm. . 1962

In-basket training and an explanation of the activities of the personnel director.

How Good is a Good Guy?

Roundtable Films, Inc.
321 S. Beverly Drive
Beverly Hills, California
. 90212

Color: $270 . rent $45 . preview $15
black/white: $170 . rent $30 . preview $7.50
21 minutes . sound . 16 mm. . 1960

How supervisors' fear of alienating themselves from their subordinates may prevent them from being decisive, acting independently, and may lead to lowered production, increased costs, deterioration of morale and wasted technical ability. The problems are illustrated in three typical supervisory situations: an appraisal interview, correction of work habits, and the presentation of a methods improvement. Demonstrates how the need to be liked can be made to work for -- rather than against -- the supervisor.

Human Nature and Organizational Realities — BNA

(Gellerman Motivation and Productivity series, 7)

$350 . rent $50 per week . preview $15 . 28 minutes . color . sound . 16 mm. . 1967

Chris Argyris speaks on improving interpersonal relations at all levels, and on motivating employees.

Instructions or Obstructions — BNA

(Modern Management Series, 3)

$125 . rent $25 per week . preview $5 . 10 minutes . color . sound . 16 mm. .1961

Paul Pigors gives some hints on oral communication with subordinates.

KITA, Or What Have You Done for Me Lately? — BNA

(Herzberg Motivation to Work series, 2)

$395 (all five in series $1,725) . rent $50 per week . preview $15 . 25 minutes . color . sound . 16 mm. . 1969

Explains the motivation-hygiene theory, going into "hygiene" at considerable length, what it is and how to manage it in the work environment, what it does and does not do. Several "blackouts" to illustrate employee reaction to management effort to use this factor as a motivator; humorous but effective.

The Making of a Decision — Roundtable

color: $350
black/white: $250
32 minutes . 16 mm.

Shows how to improve decisions by not jumping to conclusions, by overcoming the fear of making mistakes and by avoiding the tendency to introduce internal, unrealistic values into one's decisions.

Overcoming Resistance to Change — Roundtable

color: $300 . rent $45 . preview $15
black/white: $200 . rent $30 . preview $7.50
30 minutes . sound . 16 mm. . 1962

Dramatizes resistance to change in the persons of three men who fear change for reasons of separation (from friends), status, and security. Shows how to minimize the perception of change as a threat, demonstrates the importance of communication, and the effectiveness of participation. Explores release of tension through ventilation of feelings, ideas and opinions. Demonstrates how the supervisor can provide continued support and leadership by taking a positive approach.

Problem Solving in Groups
(Management Development series)

University of California
405 Hilgard Avenue
Los Angeles, California
90024

30 minutes . black/white . sound . 16 mm. . 1962

Dr. Richard Wallen presents an illustrated lecture on management committees and how they function, with particular emphasis on solving problems.

Styles of Leadership — Roundtable

26 minutes . color . sound . 16 mm. . 1962

Shows four different methods of handling a common business problem as four different types of leaders would act. Analyzes main characterizations of these leaders and the effect on their subordinates.

Success in Supervision

U.S. Dept. of Agriculture
Motion Picture Service
Washington, D.C. 20250

$1500 . rent $120 per day . 29 minutes (each) . 16 mm. . 1966

A series of 12 films, combined with a 12 unit correspondence course. The films are (1) Working with People; (2) Basic Principles of Supervision, 1 and 2; (3) Basic Principles of Supervision, 3 and 4; (4) Basic Principles

of Supervision, 5, 6, and 7; (5) Participation; (6) Motivation; (7) Communications - Talking and Listening; (8) Communications - Writing and Reading; (9) Training; (10) Organization; (11) Planning, Scheduling, Organizing Work and Work Improvement; (12) Special Problems.

This series is also available as a telecourse, on either video tape or kinescope on a lease or sale basis. Telecourse preview can be arranged without charge (except cost of return postage) through Great Plains National Instructional Television Library, Lincoln, Nebraska 68508.

The Way Ahead

Henry Strauss Company, Inc.
31 West 53rd Street
New York, New York 10019

3 minute . black/white . sound . 16 mm. . 1961

Techniques for the interviewer to use when evaluating job performance with an employee.